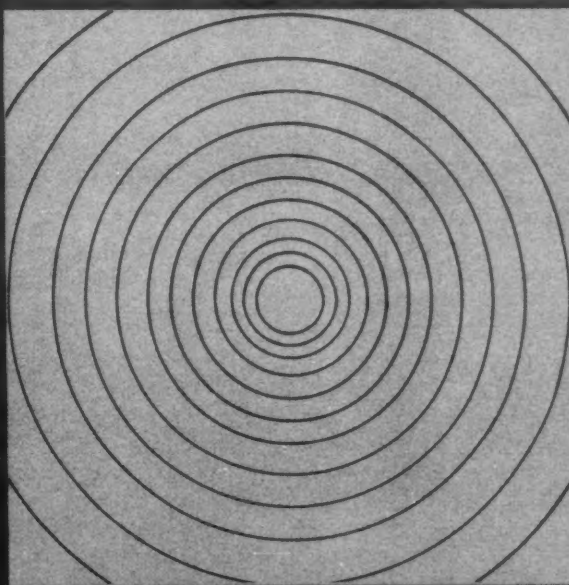
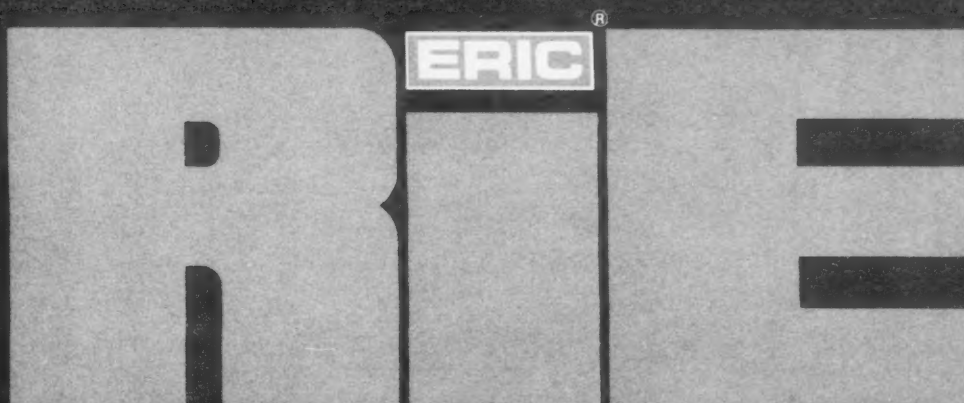


Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

JUNE 1983

VOLUME 18 • NUMBER 6



ED 224 864-226 097

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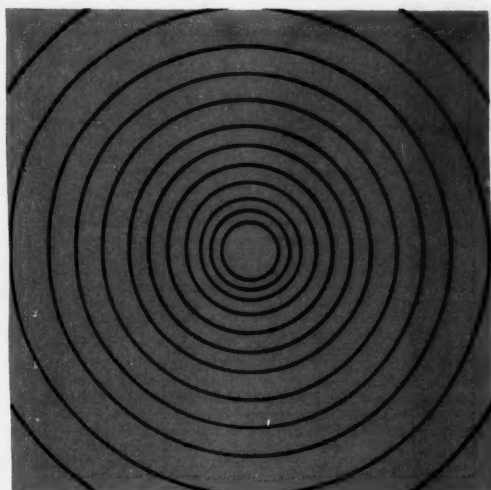
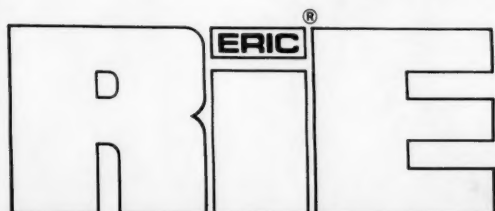
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RESOURCES IN EDUCATION

ED 224 864-226 097

June 1983

Volume 18 • Number 6



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Two *Semiannual Indexes* to *RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor],
v. ; 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76t8209r81jrev

Resources in education . . . (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. I. United States. National Institute of Education. II. Educational Resources Information Center.

DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

Z5813.R4

016.370'78

75-644211

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AACR 2 MARC-S

Library of Congress

76t8209r81jrev

Introduction

RESOURCES IN EDUCATION (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
U.S. Department of Education
Washington, D.C. 20208**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."



HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organization. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$120.95	(includes postage)
1978	(211 documents).....	\$ 43.45	(includes postage)
1979	(159 documents).....	\$ 36.93	(includes postage)
1980	(176 documents).....	\$ 39.05	(includes postage)
1981	(173 documents).....	\$ 39.05	(includes postage)

Citations (By Clearinghouse)

ED 225 472 HE 015 832
Nordvall, Robert C.

The Process of Change in Higher Education Institutions. AAHE-ERIC/Higher Education Research Report, No. 7, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 58p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$5.00, members; \$6.50, nonmembers).

ED 225 473 HE 015 833

Overall, Jesse U., IV Marsh, Herbert W.

Students' Evaluations of Teaching: An Update. AAHE-ERIC Higher Education Research Currents.

Journal Cit—AAHE Bulletin; Dec 1982 p9-12

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 5p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036

ED 225 528 HE 015 916
Bailey, Robert L.

Information Systems and Technological Decisions: A Guide for Nontechnical Administrators. AAHE-ERIC Higher Education Research Report No. 8, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 57p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$5.75, members; \$7.48, nonmembers).

ED 225 563 IR 010 694
Wiley, Ann L., Comp.

Sources of Information for Instructional Technology.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.; 69p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-59; \$4.50 plus \$1.00 shipping/handling).

ED 225 603 JC 820 448

Kintzer, Frederick C.

Two-Year College Handbooks and Manuals: Past, Present, Future.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; 38p.

EDRS Price - MF01/PC02 Plus Postage.

ED 225 633 JC 830 065

Smith, Al, Ed.

Evaluating Faculty and Staff. New Directions for Community Colleges, Number 41.

Journal Cit—New Directions for Community Colleges; v11 n1 Mar 1983

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; 123p.

EDRS Price - MF01/PC05 Plus Postage.

Alternate Availability—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 (\$7.95).

ED 225 772 RC 013 817

Connolly, Laura H.

How ERIC Can Help Librarians in Rural Areas Meet the Information Needs of Teachers, Administrators, and Students.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 26p.

EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (Free while supply lasts).

ED 225 804

SE 039 606

Disinger, John F., Ed.

Environmental Education in Action VI: Change Agents in and for Environmental Education.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; 299p.

EDRS Price - MF01/PC12 Plus Postage.

Alternate Availability—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$12.00).

ED 225 942

SP 021 492

McIntyre, D. John

Field Experiences in Teacher Education: From Student to Teacher.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; Foundation for Excellence in Teacher Education, Washington, DC.; 60p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—Foundation for Excellence in Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 (\$6.00).

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ED 654 321

Smith, John D. Johnson, Jane

Career Education for Women.

Central Univ., Chicago IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 73

Contract—NIE-C-73-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1973).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

EDRS Price—MF01/PC06 Plus Postage.

Pub Type—Tests/Questionnaires (160)

Descriptors — Career Guidance, Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifier — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

CE 123 456

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA —ERIC Processing and Reference Facility	1	JC —Junior Colleges.....	120
CE —Adult, Career, and Vocational Education	1	PS —Elementary and Early Childhood Education	126
CG —Counseling and Personnel Services.....	29	RC —Rural Education and Small Schools	135
CS —Reading and Communication Skills	39	SE —Science, Mathematics, and Environmental Education.....	152
EA —Educational Management.....	59	SO —Social Studies/Social Science Education.....	165
EC —Handicapped and Gifted Children	73	SP —Teacher Education	174
FL —Languages and Linguistics	78	TM —Tests, Measurement, and Evaluation	185
HE —Higher Education.....	89	UD —Urban Education.....	195
IR —Information Resources.....	109		

AA

ED 224 864 AA 001 110
Resources in Education (RIE). Volume 18, Number 6.

Educational Resources Information Center (ED/NIE), Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$95.00 (Domestic), \$118.75 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

ED 224 865 CE 032 334
Wickett, R. E. Y.

The Application of the Learning Project Interview as a Method of Communicating Principles of Learning Theory to Facilitators of Adult Learning.

Pub Date—82

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Adults, Educational Media, Independent Study, *Interviews, *Learning Experience, Learning Processes, *Learning Theories, Postsecondary Education, Program Descriptions, *Program Implementation

Identifiers—*Learning Project Interview

The learning project interview is a group-interview technique that is useful for developing an awareness of the process of adult learning. Specifically, it provides insights concerning the types of things adults try to learn, the number of learning experiences they have, their methods of learning, and the sources of the subject matter that they attempt to learn. The learning project interview can be used with groups containing anywhere from 10 to 200 participants. First, participants are asked to list anything that they tried to learn during the past 12 months. After narrowing their list to include only learning projects that were deliberate, more than 7 hours in duration, and designed to retain a skill for at least 48 hours, participants are asked to select the one project that was most important to them. Next, participants provide information concerning the planning process they used during the learning experience, the main source of the information they learned, and the amount of time spent learning it. By sharing this information during a debriefing and discussion period, the adult learners become aware of their own learning processes as well as that of others. (MN)

ED 224 866 CE 033 119
Broderick, John S.

An Investigation into the Curriculum Development Processes in TAFE in Australia. A Comparative Analysis.

South Australian Dept. of Further Education, Adelaide.

Report No.—ISBN-0-642-89031-5

Pub Date—May 82

Note—1,585p.

Pub Type—Reports - Research (143)

EDRS Price - MF13/PC64 Plus Postage.

Descriptors—Administrator Attitudes, *Adult Education, Case Studies, Comparative Analysis, Course Content, Curriculum Design, *Curriculum Development, Curriculum Research, Definitions, Differences, Educational Needs, Educational Planning, Educational Policy, Foreign Countries, *Instructional Development, National Surveys, Needs Assessment, *Policy Formation, *Program Administration, *Technical Education

Identifiers—*Australia

A study examined curriculum policies and practices within technical and further education (TAFE) in Australia. To isolate and explain differences in patterns of curriculum development (CD) within the TAFE sector, researchers administered a set of three-tiered questionnaire information-gathering sheets to curriculum developers and project managers of 33 selected case study projects from the eight states and territories. Included among the study findings are the following: a balance between the head office administrations and the colleges of the TAFE authorities exists in the recognition of educational and training needs; in most areas, demand is investigated formally by means of structured industrial and occupational surveys and is checked by analysis of enrollment patterns; political influences are often felt in CD efforts; in trade-based vocational courses, a distinct move toward developing along modular lines; and positive movements in all TAFE authorities come to grips with a suitable classification and nomenclature policy statement for TAFE awards relevant to that authority. Recommendations include calls to remedy various shortcomings affecting TAFE vocational CD, to develop cooperative ventures among the states and territories, and to undertake complementary studies. (MN)

ED 224 867 CE 034 257
Crabtree, Myrna P. Baum, Rosemere

A Descriptive Study of Full and Part-Time Home Economics Teachers in Florida with Implications for Inservice Education. Final Report.

Florida International Univ., Miami.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jun 82

Note—114p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, *Adult Students, *Educational Needs, Educational Research, Faculty Development, *Home Economics, *Home Economics Teachers, *Inservice Teacher Education, Questionnaires, *Student Needs, Surveys, Teacher Attitudes

Identifiers—Florida

Data were gathered to provide a descriptive profile of educational, employment, and experiential backgrounds of full- and part-time home economics teachers of adults in Florida. Those data were intended for use in designing inservice activities to provide professional development and more relevant programs for the adults being served. In phase 1, through a survey instrument administered to 339 teachers in six Florida counties, staff gathered demographic information, information on current home economics adult program involvement, and data on inservice educational needs. During phase 2, the Delphi technique was used to identify and assign priorities to specific needs of adult populations to be met through home economics programs, as perceived by 54 teachers. Data analysis showed that home economics programs do not reflect comprehensive coverage of all aspects of consumer and homemaking education. Teachers perceived the needs of their constituencies as broader than the programs being offered. Areas of need in which teachers desired additional inservice training included nutrition, money management, child and family development, and sewing. Teachers were receptive to a variety of modes of inservice educational delivery systems. (The instruments and study results are appended.) (YLB)

ED 224 868 CE 034 279

Biglow, Laura Anne. *File, Christine E. A Curriculum Guide for Medical Record Education. Educational Resource Document. October 1, 1980. December 31, 1981.* American Medical Record Association, Chicago, Ill.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Associated Health Professions.

Pub Date—Dec 81

Contract—HRA-232-80-0056

Note—401p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Allied Health Occupations Education, Annotated Bibliographies, Behavioral Objectives, Competence, *Competency Based Education, Course Content, *Curriculum Development, Curriculum Guides, Instructional Materials, Job Skills, Learning Modules, Learning Processes, Legal Responsibility, *Medical Record Administrators, *Medical Record Technicians, Models, Postsecondary Education, Program Development, Student Evaluation, Teaching Methods, Vocational Education

This curriculum guide consists of guidelines and materials for use in developing a competency-based medical record education course for students in a medical record administration or technician program. Covered in the individual chapters are curriculum design; the role and responsibilities of medical record practitioners; the affective domain and identified affective characteristics of medical record administrators and technicians; educational objectives; student learning principles, preferences, and strategies; teaching strategies; and student evaluations. Along with pertinent text and guidelines, each chapter includes one or more of the following: glossaries, annotated bibliographies, student learning modules, evaluation instruments, and explanations of various teaching techniques. Appended to the guide are a frame of reference for medical record education; a correlation of major and specific responsibility statements with curriculum content; and American Medical Record Association standards and ethics. (MN)

ED 224 869 CE 034 290

English, David J. *Mortenson, Lee E. Guide for Hospices, Interdisciplinary Team Training and Humanistic Patient Care for Hospices. Monograph 1.*

ELM Inst., Rockville, MD.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Associated Health Professions.

Pub Date—Sep 81

Contract—HRA-232-79-0082

Note—56p.; For related documents, see CE 034 291-293 and CE 035 384.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Guides, Allied Health Occupations Education, Educational Needs, Health Facilities, *Health Personnel, Health Services, Humanism, Humanistic Education, *Interdisciplinary Approach, Medical Education,

*Medical Services, Needs Assessment, Nursing Homes, Patients, Professional Development, Residential Care, *Staff Development, *Team Training

Identifiers—*Hospices, *Humanistic Patient Care, Interdisciplinary Health Teams, Terminal Illness

This monograph, the first in a series of five, provides training information for hospice staff in improving interdisciplinary team functions and humanistic care provisions. Its purpose is to assist hospice directors, educators, and other administrative staff members to understand the focus of the proposed training and its applicability to their hospice. Chapter 1 describes interdisciplinary teams, team functions, the provisions of humanistic patient care, and training benefits. Chapter 2 lists prerequisites for training hospice staff, assists them in evaluating their training needs, and describes the environment needed for the training to be successful. Recruitment and selection of trainers is the focus of chapter 3. Criteria for selection, sources of qualified trainers, selection procedures, and operational considerations are detailed. Chapter 4 discusses the training program structure (length, frequency and timing of training sessions) and the selection of training program participants. Chapter 5 summarizes the responsibilities of the hospice administration and suggests some solutions to problems encountered in hospice training. An appendix contains the tables of contents of the five monographs. (YLB)

ED 224 870 CE 034 291

English, David J. *Mortenson, Lee E.*

Training Program Design, Interdisciplinary Team Training and Humanistic Patient Care for Hospices. Monograph 3.

ELM Inst., Rockville, MD.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Associated Health Professions.

Pub Date—Sep 81

Contract—HRA-232-79-0082

Note—132p.; For related documents, see CE 034 290-293 and CE 035 384.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Allied Health Occupations Education, Educational Needs, Health Facilities, *Health Personnel, Health Services, Humanism, Humanistic Education, Interdisciplinary Approach, Medical Education, *Medical Services, Needs Assessment, Nursing Homes, Patients, Professional Development, *Program Design, Program Development, Residential Care, *Staff Development, *Team Training

Identifiers—*Hospices, *Humanistic Patient Care, Interdisciplinary Health Teams, Terminal Illness

This monograph, the third in a series of five, provides training information for hospice staff in improving interdisciplinary team functions and humanistic care provisions. Its purpose is to describe the steps in designing a training program for a particular hospice and the activities undertaken between the selection of the trainers and the beginning of the formal training sessions. Chapter 1 provides a detailed discussion of the need for and purposes of the training. Chapter 2 states the goals and objectives of the training program. Chapters 3 through 7 describe the steps and alternative techniques in designing the formal training program. Examples and suggestions from the ELM Institute's hospice training experiences are found throughout. Several steps of the training design are discussed: data collection (purpose and procedures for staff orientation); data analysis and identification of issues specific to the hospice concerned; preparation of reports; feedback of the reports to the staff; confirmation and prioritization of issues, and the selection of staff as well as the selection, design, and planning of a customized training program to address these issues; leadership (use of alternate trainers, training methods, and types of leader activities in groups); and training program evaluation. Appendixes include tables of contents of the five monographs and data collection/interview forms. (YLB)

ED 224 871 CE 034 292

Wilson, Dottie C. *Grady, Kathleen A.*

Interdisciplinary Team Training: Content and Methodology, Interdisciplinary Team Training and Humanistic Patient Care for Hospices. Monograph 4.

ELM Inst., Rockville, MD.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of As-

sociated Health Professions.

Pub Date—Sep 81

Contract—HRA-232-79-0082

Note—173p.; For related documents, see CE 034 290-293 and CE 035 384.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Allied Health Occupations Education, Course Content, Decision Making, Evaluation, Goal Orientation, Group Dynamics, Health Facilities, *Health Personnel, Health Services, Humanism, Humanistic Education, *Interdisciplinary Approach, Leaders, Medical Education, *Medical Services, Meetings, Needs Assessment, Nursing Homes, Organization, Patients, Personnel Policy, Problem Solving, Professional Development, Residential Care, Responsibility, *Staff Development, Teaching Guides, *Team Training

Identifiers—*Hospices, Humanistic Patient Care, *Interdisciplinary Health Teams, Role, Terminal Illness

This monograph, the fourth in a series of five, provides training information for hospice staff in improving interdisciplinary team functions and humanistic care provisions. Its purpose is to prepare a skilled team of trainers with information about hospices that is relevant to hospice interdisciplinary team training and to document experiences in training hospice staff in interdisciplinary team functions. Chapter 1 reviews the purpose of the training and the trainer's role and provides a checklist of final preparations for the formal training sessions. Each chapter, in chapters 2 through 5, deals with one of the major interdisciplinary team training categories: goals, roles, structure, and procedures. Each of these training categories is outlined in a similar fashion: introduction (explains the meaning of the category and its relevance to hospices), hospice specific examples and issues in training (identifies related issues frequently seen in hospices to provide the trainer with insight into problems faced by hospice staff), approaches to training (provides background information for the trainers, specific session outlines with preparatory materials recommended for trainers and participants, and examples from hospice training experiences), and selected references for training. Following a bibliography are definitions and tables of contents of the five monographs. (YLB)

ED 224 872 CE 034 293

Grady, Kathleen A. *Wilson, Dottie C.*

Humanistic Patient Care Training: Content and Methodology, Interdisciplinary Team Training and Humanistic Patient Care for Hospices. Monograph 5.

ELM Inst., Rockville, MD.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Associated Health Professions.

Pub Date—Sep 81

Contract—HRA-232-79-0082

Note—231p.; For related documents, see CE 034 290-292 and CE 035 384.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Allied Health Occupations Education, Communication Skills, Course Content, Health Facilities, *Health Personnel, Health Services, *Humanism, Humanistic Education, Interdisciplinary Approach, Leaders, Medical Education, *Medical Services, Nursing Homes, Patients, Professional Development, Residential Care, *Staff Development, Teaching Guides, *Team Training, Values

Identifiers—*Hospices, *Humanistic Patient Care, Interdisciplinary Health Teams, Monitoring, Process Skills, Terminal Illness

This monograph, the fifth in a series of five, provides training information for hospice staff in improving interdisciplinary team functions and humanistic care provisions. Its purpose is to provide a skilled group trainer with the hospice-specific insights necessary to conduct training in humanistic patient care. Chapter 1 covers training program content and structure, trainer roles, and preparation for training. In chapter 2 are vignettes that explore contrasting and conflicting examples of patient and staff values and attitudes as they may occur within the 11 content areas in humanistic care training. Chapter 3 contains vignettes that provide examples of staff use of process skills in the provision of humanistic patient care. Chapter 4 offers guidelines for training in four categories: humanistic patient care definitions, components, and applications; psychosocial variables in working with dying patients;

patient and family needs, environment, and rights; communication skills and styles; and monitoring of humanitarian patient care provisions. Each section has this format: background information for trainers, training session outlines, examples from hospice training experiences, and selected resource materials. Following a bibliography are definitions and tables of contents of the five monographs. (YLB)

ED 224 873 CE 034 330

Bransford, Louis A. Diebler, Mary
Delivery of Instructional Materials Using a Communications Satellite.

Pub Date—[82]

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communications Satellites, *Educational Needs, *Educational Trends, *Futures (of Society), Postsecondary Education, Secondary Education, *Vocational Education

During the past decade, satellite technology has grown increasingly more sophisticated. Satellites are being used in public interest activities, especially through the Public Service Satellite Consortium. But what about the field of education? How can education, especially vocational education, make use of satellite communications technology? In order to make this technology work for it, vocational education will have to make some changes. It must become more flexible, more interdisciplinary; it must provide more equal opportunities; and it needs more "hands on" experiences, simulation, and innovative teaching methods. In order to make use of satellite technology, educational personnel will have to consolidate their efforts. A satellite network could be used by several educational services, with perhaps a satellite terminal located in vocational education departments in each of the 50 state capitals. As satellite telecommunications costs continue to decrease, satellite use will become more common. Vocational education must be prepared to make use of this innovative new resource. (A list of planned and present satellites is contained in this report.) (KC)

ED 224 874 CE 034 388

Rivera, William M.
Professional Life Planning: A Self-Directed, Systematic Approach.

Pub Date—[Nov 82]

Note—13p.; Presented at the National Adult Education Conference (San Antonio, TX, November 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Career Development, Careers, Faculty Development, *Individual Development, *Inservice Education, Lifelong Learning, *Professional Development, Professional Education, *Professional Personnel, *Self Actualization, Self Evaluation (Individuals), Staff Development

Professional life planning means taking a self-directed, systematic approach to professional renewal. To engage in professional life planning (or self-directed professional development) is to take greater control of one's life. Four major actions comprise the essence of professional life planning; they are self-assessment of professional strengths and weaknesses, planning professional growth through goal setting, organizing activities and records in line with goals, and evaluating periodically one's professional situation and goals. Aside from continuing professional education, a number of professional development opportunities are open to the self-directed planner. They involve (1) joining professional associations; (2) attending professional conferences; (3) participating in relevant seminars and meetings; (4) attending workshops to enhance strengths or overcome a weakness; and (5) integrating professional information into one's life. A systematic approach to one's professional growth requires a willingness to grow and readiness to become involved. With systematic effort, growth and change become natural aspects of one's life and professional stance. (KC)

ED 224 875 CE 034 405

Civil Rights Issues of Handicapped Americans: Public Policy Implications. A Consultation Sponsored by the United States Commission on Civil Rights (Washington, DC, May 13-14, 1980).

Commission on Civil Rights, Washington, D.C.

Pub Date—81

Note—699p.; Parts of this document may not reproduce well due to small type.

Pub Type—Opinion Papers (120) — Information Analyses (070) — Collected Works - Proceedings (021)

EDRS Price - MF04/PC28 Plus Postage.

Descriptors—*Accessibility (for Disabled), Affirmative Action, *Civil Rights, Court Litigation, *Disabilities, Employment Practices, *Equal Opportunities (Jobs), Facility Requirements, Government Role, *Individual Needs, *Public Policy, Social Services, Transportation

Identifiers—Private Sector, Public Sector
This volume contains the texts of 40 statements, 22 exhibits, and 5 unsolicited papers presented at a consultation dealing with the public policy implications of various civil rights issues affecting handicapped Americans. Among those issues addressed in the statements are the following: the nature and scope of civil rights issues affecting the handicapped; federal initiatives that address these issues; employment and the handicapped in the public sector; the employment of disabled people in the private sector; social services, constituency and advocacy, and state action for handicapped persons; physical facilities and handicapped individuals; and transportation for handicapped persons. Various public and private sector agencies and organizations were represented at the hearing, including the American Coalition of Citizens with Disabilities, Inc.; the Department of Justice; American Telephone and Telegraph Company; Mainstream, Inc.; the Department of Labor; the Department of Health and Human Services; the Equal Employment Opportunity Commission; the California Department of Fair Employment and Housing; the Minnesota Department of Human Rights; the University of Maryland; the Disabled American Veterans; the Center for Independent Living, Berkeley, California; Barrier Free Environments, Inc.; and the Department of Housing and Urban Development. A 19-page bibliography concludes the report. (MN)

ED 224 876 CE 034 424

Galloway, Charles
Employers as Partners: A Guide to Negotiating Jobs for People with Disabilities.

Sonoma State Univ., Rohnert Park, CA. California Inst. on Human Services.

Spons Agency—California State Dept. of Rehabilitation, Sacramento; Times Mirror Co., Los Angeles, CA.

Pub Date—82

Note—48p.

Available from—California Institute on Human Services, Sonoma State University, 1801 E. Cotati Avenue, Rohnert Park, CA 94928 (\$6.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Career Education, Community Services, Demonstration Programs, *Disabilities, Employers, Employment Opportunities, *Employment Services, *Job Placement, Models, *Public Agencies, *Rehabilitation, Selection

Identifiers—*Employer Accounts Strategy, *Negotiation Processes, Negotiators

This book describes a model program to help rehabilitation professionals work more effectively with employers when placing disabled employees in private-sector jobs. It also identifies successful strategies for increasing job opportunities for disabled persons. Chapter 1 overviews the Employer Accounts Strategy, an approach for negotiating career options for disabled workers that involves a partnership between an employer and a rehabilitation professional. The next four chapters cover the four stages of creating employment opportunities through employer accounts. Chapter 2 considers two important areas of preliminary research that make prospecting for employer accounts more efficient and productive: determining agencies, bargaining positions and rating employers' qualifications as accounts. Organizing information to launch an account strategy toward selected, qualified employers is considered in chapter 3. Topics are understanding negotiations, how to sort selling points, and research and the first contact script.

Chapter 4 discusses the importance of ensuring good first impressions related to establishing personal credibility, the credibility of one's agency, and the credibility of one's clients. Chapter 5 covers two vital aspects of presenting a case—setting up the first appointment and discussing the program opportunities. (YLB)

ED 224 877 CE 034 426

Taylor, William H.
Training in the Petroleum Industry: An Analysis of Its Organization and Programs.

Petroleum Industry Training Service, Calgary (Alberta).

Pub Date—Apr 82

Note—104p.

Available from—Petroleum Industry Training Service, 2115 27 Avenue NE, Calgary, Alberta, Canada (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Employment Opportunities, *Employment Projections, *Foreign Countries, Industrial Education, *Job Training, Labor Force Development, *Labor Needs, Management Development, Occupational Surveys, *Petroleum Industry, Trade and Industrial Education, Vocational Education

Identifiers—*Canada

Exploratory, descriptive research was conducted to identify potential and existing shortages of skilled manpower in the petroleum industry. Data came from interviews with 60 individual companies, governments, industry groups, and professional associations. Company characteristics that were significant determinants of training were size, foreign or Canadian ownership, age, and business activities. The tendency to move employees from technical to managerial roles was noted as having a serious negative effect on companies. Company training programs varied tremendously in terms of size, complexity, and function. The difficulty of achieving cooperation in training was noted. Industrial training in the petroleum industry was found to be divided into three major categories—pre-employment education and training, initial industrial training, and performance maintenance and improvement. Innovations in training were also identified. These general program areas where future demands might be concentrated were identified: technical professionals, trades/operations personnel, and supervisory/managerial development. Recommendations were made to individual companies and to the industry in general that should support cooperative efforts to meet training needs common to significant segments of the industry. (Data collection forms are appended.) (YLB)

ED 224 878 CE 034 427

O'Brien, Roberta Luther, Comp.
Books for Adult New Readers. A Bibliography Developed by Project: LEARN, Revised Edition.

Project LEARN, Cleveland, Ohio.

Spons Agency—George Gund Foundation, Cleveland, Ohio.

Pub Date—Aug 82

Note—386p.

Available from—Project: LEARN, 2238 Euclid Avenue, Cleveland, OH 44115 (\$5.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Adult Reading Programs, *Adults, Annotated Bibliographies, Biographies, Career Education, Consumer Education, Culture, Drama, Fiction, Health Education, *High Interest Low Vocabulary Books, History, Homemaking Skills, *Instructional Materials, Mathematics, Nonfiction, Poetry, Reading, *Reading Materials, Safety, Science Fiction, Sciences, Short Stories, *Supplementary Reading Materials, Writing (Composition)

Identifiers—Adventure Stories, Mysteries (Literature), *Project LEARN, Sports Stories

This annotated bibliography contains descriptions of instructional and supplemental reading materials that are recommended for English-speaking adults reading at the seventh grade level or below. Covered in the first section are instructional materials dealing with the following topics: reading and writing; mathematics; science; homemaking and consumerism; health, safety, and well-being; jobs; life in the United States; and other times and places. Descriptions are also provided of leisure reading selections on a variety of topics, including stories of today; mystery, adventure, and romance; science fiction,

the supernatural, and the unexplained; hobbies, sports, and entertainment; famous people and fantastic facts; and poetry, plays, and periodicals. Also mentioned are selections for use by reading tutors. Addresses of publishers, comments on series and a series index, and a title index are included. Appended to the bibliography are lists of recommended collections and suggested readings. (MN)

ED 224 879 CE 034 458

Present Information with Overhead and Opaque Materials. Second Edition. Module C-23 of Category C-Instructional Execution. Professional Teacher Education Module Series.

American Association for Vocational Instructional Materials, Athens, Ga.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Report No.—ISBN-0-89606-092-6

Pub Date—82

Note—55p.; For related documents, see CE 034 263, CE 034 459, and ED 220 674.

Available from—American Association for Vocational Instructional Materials, 120 Driftway Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiovisual Aids, Behavioral Objectives, *Competency Based Teacher Education, Educational Equipment, Equipment Utilization, Higher Education, Individualized Instruction, Job Skills, Learning Activities, Learning Modules, Media Selection, Opaque Projectors, Overhead Projectors, Postsecondary Education, Secondary Education, *Teaching Methods, *Teaching Skills, Transparencies, *Visual Aids, Vocational Education, *Vocational Education Teachers

This module for vocational teachers, one in a series of performance-based teacher education learning packages, focuses on skills dealing with methods and strategies for delivering instruction. The purpose for the module is to help educators become competent in operating overhead and opaque projection equipment, using overhead and opaque materials to present information in the classroom or lab, and determining when it is appropriate to use projectors. Introductory material provides terminal and enabling objectives, prerequisites, necessary resources, and general information. The main portion of the module includes five learning experiences based on the enabling objectives. Each of the first four learning experiences includes educational activities with information sheets, worksheets, and a self-evaluation form. Completion of the first four experiences is intended to lead to achievement of the terminal objective in the fourth and final learning experience that includes a teacher-performance assessment form to be completed by a resource person. (YLB)

ED 224 880 CE 034 459

Present Information with the Chalkboard and Flip Chart. Second Edition. Module C-29 of Category C-Instructional Execution. Professional Teacher Education Module Series.

American Association for Vocational Instructional Materials, Athens, Ga.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—82

Note—55p.; For related documents, see CE 034 263, CE 034 458, and ED 220 674.

Available from—American Association for Vocational Instructional Materials, 120 Driftway Engineering Bldg., University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Chalk Boards, Charts, *Competency Based Teacher Education, *Display Aids, Educational Equipment, Equipment Utilization, Higher Education, Individualized Instruction, Job Skills, Learning Activities, Learning Modules, Media Selection, Postsecondary Education, Secondary Education, Simulation, *Teaching Methods, *Teaching Skills, Visual Aids, Vocational Education, *Vocational Education Teachers

Identifiers—*Flip Charts

This module for vocational teachers, one in a series of performance-based teacher education learning packages, focuses on skills dealing with methods and strategies for delivering instruction. The purpose for the module is to help educators become competent in using chalkboards and flip charts to

present lessons and in determining how to choose the device that is most effective for the objectives. Introductory material provides terminal and enabling objectives, prerequisites, necessary resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each of the first two learning experiences includes educational activities with information sheets, worksheets, and a self-evaluation form. Completion of the first two experiences is intended to lead to achievement of the terminal objective in the third and final learning experience that includes a teacher performance assessment form to be completed by a resource person. (YLB)

ED 224 881 CE 034 466

Job Training Partnership Act. Report (to Accompany H.R. 5320). House of Representatives, 97th Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—House-R-97-537

Pub Date—17 May 82

Note—78p.

Available from—For related documents see CE 034 537-538.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, Adults, American Indians, *Disadvantaged, Disadvantaged Youth, *Economically Disadvantaged, Educational Finance, *Employment Programs, Federal Legislation, Federal Programs, *Job Training, Migrant Education, *Policy Formation, Program Implementation, Public Policy, Retraining, State Programs, Statewide Planning, Training Methods, Training Objectives, Vocational Education, Youth Employment

Identifiers—*Displaced Workers, *Job Training Partnership Act 1982, Private Industry Councils The Job Training Partnership Act is intended to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals who are in special need of such training to obtain productive employment. The act is organized into five titles. This document contains an amendment to the bill from the Committee on Education and Labor of the House of Representatives submitted to the whole House as the bill was on its way to enactment. The document also contains other views and minority reports on the substance of the bill, along with reasons for disagreement on specific sections of the bill. (KC)

ED 224 882 CE 034 469

Cohen, Richard And Others

Jobs and Productivity. National Issues Forum.

Public Agenda Foundation, New York, NY. Spons Agency—Domestic Policy Association, Dayton, OH.

Pub Date—82

Note—37p.; For a related document see CE 034 470.

Available from—Domestic Policy Association, 5335 Far Hills Avenue, Dayton, OH 45429 (\$3.00).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Economic Change, *Economic Development, Economic Progress, *Employment Problems, *Futures (of Society), Government Role, Job Layoff, Policy Formation, *Productivity, *Public Policy, Retrenchment, *Unemployment, Unemployment Insurance, Unions

Rising unemployment and declining industrial productivity are major problems in the United States today. Four different strategies have been proposed for dealing with these problems. The free market approach promises economic prosperity by reducing the government's role and relying on the private sector. Advocates of this approach feel that it will produce more growth over the long run, but the price to be paid for such growth will include increased bankruptcies and unemployment. Advocates of a second strategy, a national industrial policy, argue that the government must take an active role in guiding the economy back to sustained growth. This policy would target investments in promising industries of the future and cushion the negative impact of such actions through job retrain-

ing and relocation assistance. Both the free-market and national industrial policy strategies are geared to the long term and both entail costs in the present. A third strategy proposes a redefined work contract—cooperation between management and workers. This approach promises more growth and a fair chance of introducing new technology, but it could not be put into place overnight. Finally, the fourth proposed solution involves more protection for American industries and workers. Although this policy would require the fewest short-term sacrifices, it may worsen the long-term problem. A consensus must be developed among Americans about which strategy should be adopted and who will pay the price if American industry is to improve its performance. (KC)

ED 224 883 CE 034 470

Cohen, Richard And Others

Retirement and Social Security. National Issues Forum.

Public Agenda Foundation, New York, NY.

Spons Agency—Domestic Policy Association, Dayton, OH.

Pub Date—82

Note—41p.; For a related document see CE 034 469.

Available from—Domestic Policy Association, 5335 Far Hills Avenue, Dayton, OH 45429 (\$3.00).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aging (Individuals), Federal Programs, Financial Needs, *Financial Policy, *Financial Support, Older Adults, Policy Formation, *Public Policy, Retirement, *Retirement Benefits

Identifiers—*Social Security, Social Security Benefits

The social security system in the United States is becoming increasingly unstable, as the amount of benefits paid to an ever larger number of retirees grows and the number of younger workers paying taxes to the system decreases. The problem will become especially acute in the years 2011 and after, as the members of the "baby boom" generation begin to retire. There are four ways to restore the solvency of the system. The first is to regard current eligibility rules and benefit levels that keep pace with changes in the cost of living as a commitment that must be met; the problem with this decision is how to pay for these benefits. A second option in resolving the nation's retirement dilemma is to reduce the level of benefits. Although this proposal meets with resistance, it may meet with less resistance if changes do not affect current recipients. A third choice is to change the eligibility rules so that fewer people qualify for benefits—or qualify for fewer years; this option would require far-reaching changes in attitudes to remove the incentives for older workers to retire. The fourth suggestion is that social security be made a voluntary system. Critics of this suggestion point out that if it were voluntary, the number of workers who wished to participate in the system might not be sufficient to make it work. Whichever option is selected, some choice must be made about how to provide for the needs of the large group of elderly Americans without imposing an unacceptable burden on younger workers. (KC)

ED 224 884 CE 034 487

Entry Standards Assessments.

San Mateo Office of Education, Redwood City, CA.

Pub Date—[82]

Note—140p.; For a related document see CE 028 145.

Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Alarm Systems, Auto Body Repairers, Banking, *Basic Skills, Check Lists, Clerical Occupations, Data Processing Occupations, Dental Assistants, Electrical Occupations, Hospital Personnel, Industrial Personnel, *Job Training, Landscaping, *Mathematics, Medical Assistants, Office Occupations, Plastics, *Reading Skills, Receptionists, Retailing, Sales Occupations, Secondary Education, Skilled Occupations, Standards, Student Evaluation, Telecommunications, *Vocational Education, Vocational Evaluation, *Writing Skills

These skill checks contain materials designed to help students and counselors determine whether students have the math, reading, and writing abili-

ties needed to participate in various vocational education courses. Deal with in the individual skill checks are the basic skills considered necessary for courses providing job training for the following occupations: burglar alarm installer, clerical worker, data entry operator, electronic assembly technician, hospital service worker, industrial plastics worker, landscape gardener, medical/dental receptionist, office worker, retail salesworker, telecommunications technician, ward clerk, auto body repairer, and bank teller. Each skill check contains a series of exercises designed to assess students' math, reading, and writing abilities. Among those types of exercises typically appearing in the skill checks are activities that involve completing forms, making calculations, reading meters and indicators, locating information appearing in technical drawings, and answering questions based on technical text and instructions. (MN)

ED 224 885 CE 034 488

Warner, Paul D. Clearfield, Frank.
An Evaluation of a Computer-Based Videotext Information Delivery System for Farmers: The Green Thumb Project.
Kentucky Univ., Lexington. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—Jan 82

Note—200p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Production, Computer, Assisted Instruction, Computer Programs, *Delivery Systems, Farmers, *Farm Management, Feasibility Studies, Information Dissemination, Material Development, *Online Systems, Program Development, Program Effectiveness, Questionnaires, *Reference Services, Surveys, User Satisfaction (Information), *Videotext

Identifiers—*Green Thumb Project, Kentucky

The Green Thumb Project was designed to test the feasibility of operating a computerized system for disseminating weather, market, and other agricultural production and management information on a day-to-day basis; to develop a prototype software support system for the test; and to provide essential project information on conduct of the test to enable the evaluation agencies to evaluate the usefulness and acceptability of the information and its dissemination system. Included among the project activities were the following: a review of systems similar to Green Thumb; administration of a baseline survey to 172 Green Thumb users to collect data concerning their background, farm operation, and orientation toward the use of weather and market information; interviews of extension personnel concerning the usefulness of the Green Thumb system; and maintenance of time logs of extension personnel to verify the time they spent on the Green Thumb system. Analysis of these data indicates that the Green Thumb system is reasonably successful and that the overall design of the system is workable. Recommendations were made concerning improvement of computer design problems, aggregate usage, project administration, and project staffing. (MN)

ED 224 886 CE 034 493

Public-Private Partnership. An Opportunity for Urban Communities. A Statement by the Research and Policy Committee of the Committee for Economic Development.

Committee for Economic Development, New York, N.Y. Research and Policy Committee.

Report No.—ISBN-0-87186-074-0

Pub Date—Feb 82

Note—128p.

Available from—Committee for Economic Development, 477 Madison Avenue, New York, NY 10022 (\$9.50, library binding; \$7.50, paperback).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, *Business Responsibility, Community Cooperation, Community Involvement, *Community Services, *Cooperative Programs, *Economic Development, Employment Programs, Financial Support, Government Role, Job Training, Leadership, *Neighborhood Improvement, Networks, Position Papers, Private Agencies, Program Development, Public Agencies, Public Policy, School Districts, State Action, Urban Areas

Identifiers—Private Sector, Public Sector

In this era of constrained resources, the public and private sectors must join forces to revitalize their local urban communities. Public-private partnership means cooperation among individuals and organizations in the public and private sectors for mutual benefit. Such cooperation has two dimensions—the policy dimension and the operational dimension. The policy dimension involves a process that produces consensus on community goals, agreement on institutional roles, and sustained support for action. In the operational dimension, cooperation can take any of the following general forms: private initiative for public benefit, government initiative to facilitate or encourage private activity in the public interest, and joint ventures by government and private organizations. Three areas of urban life that can benefit from, and in some instances may require, partnership efforts are the local economy, neighborhoods, and community services. Because the social and economic conditions of the community have a direct effect on the bottom-line interest of business, businesses must take direct and effective action to improve these conditions. While it is true that external forces over which a community has no control do effect its potential for local partnerships, local communities nevertheless have both substantial latitude to determine and principal responsibility for their own future. (MN)

ED 224 887 CE 034 496

Piercy, Day Krieter, Nancy.
Women at Work: The Myth of Equal Opportunity. Women Employed Inst., Chicago, Ill.

Pub Date—82

Note—30p.

Available from—Women Employed Institute, 5 South Wabash, Suite 415, Chicago, IL 60603 (\$4.00).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Affirmative Action, Civil Rights Legislation, Day Care, *Employed Women, *Employment Patterns, Employment Practices, *Equal Opportunities (Jobs), Federal Legislation, *Females, Futures (of Society), Individual Needs, Labor Force, Labor Legislation, Marital Status, Minority Groups, Needs Assessment, Public Policy, Salary Wage Differentials, *Sex Discrimination, Trend Analysis, Unemployment

Identifiers—Civil Rights Act 1964 Title VII, Department of Labor, Equal Employment Opportunity Commission

The advances women have made in the past decade have created the myth that women have achieved equal opportunity in the job market. In reality, the opposite is true. The current economic status of women demonstrates the need for strict enforcement of equal opportunity laws. Department of Labor data indicate that the wage gap between men and women is not narrowing. Despite popular concepts to the contrary, most women are not working to earn extras. Furthermore, men and women doing the same type of work do not earn the same pay. Also many believe the myths that women now have access to all types of jobs, earn less because they do not stay in the job market, and lack the education needed to get ahead. Analysis of Department of Labor statistics also reveals that minority women are still the victims of double discrimination. Finally, examination of current unemployment patterns proves that the large influx of women into the labor force is not responsible for high unemployment. Rather, current male unemployment rates are caused by reductions in male-dominated blue collar jobs, especially in manufacturing and construction. Under the Reagan administration, new agency policies and regulatory proposals have seriously undermined equal opportunity enforcement efforts. If women are ever to achieve equality at work, the national commitment to equal opportunity must be reaffirmed. (MN)

ED 224 888 CE 034 518

The State of Small Business: A Report of the President. Together with the Annual Report on Small Business and Competition of the Small Business Administration.

Executive Office of the President, Washington, D.C.; Small Business Administration, Washington, D.C.

Pub Date—Mar 82

Note—353p.; Some tables and charts contain small type that may not reproduce well.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$7.00).

Pub Type—Information Analyses (070) — Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Annual Reports, Business Administration, *Business Cycles, Capital, Economic Climate, *Economic Factors, *Federal Legislation, Federal Regulation, *Females, Finance Reform, Financial Needs, *Financial Problems, Government Role, Inflation (Economics), Information Needs, Interest (Finance), Minority Groups, Position Papers, Public Agencies, *Public Policy, *Small Businesses, Taxes, Trend Analysis

Identifiers—Economic Tax Recovery Act 1981, Small Business Administration

This volume consists of a report of the President concerning the state of small businesses as well as the U.S. Small Business Administration annual report on small business and competition. Addressed in the President's report are the following issues: the role of small business in the economy; the foundations of small business policy; and problems and policies of particular interest to small business (including cyclical sensitivity, inflation, interest rates, access to capital, tax incentives, regulation, anti-trust, federal procurement, export, and a small business data base). The U.S. Small Business Administration annual report consists of four chapters and seven appendices dealing with various topics, including small business in the U.S. economy, current and historical trends in the small business sector, financial developments in the small business sector, the effect of federal policy on small business, the Small Business Data Base, as well as other sources of business information, minority-owned and female-owned businesses, small business provisions of the securities laws, analysis of the Economic Tax Recovery Act of 1981, federal procurement for small businesses, and federal agency small business offices. (MN)

ED 224 889 CE 034 537

Job Training Partnership Act. Conference Report (to Accompany S. 2036). House of Representatives, 97th Congress, 2d Session.

Congress of the U.S., Washington, D.C. House.

Report No.—House-R-97-889

Pub Date—28 Sep 82

Note—141p.; For related documents see CE 034 466 and CE 034 538.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, Adults, American Indians, Disadvantaged Youth, *Economically Disadvantaged, Educational Finance, *Educationally Disadvantaged, *Employment Programs, Federal Legislation, Federal Programs, *Job Training, Migrant Education, *Policy Formation, Program Implementation, Public Policy, Retraining, State Programs, Statewide Planning, Training Methods, Training Objectives, Vocational Education, Youth Employment

Identifiers—*Displaced Workers, *Job Training Partnership Act 1982, Private Industry Councils

The Job Training Partnership Act is intended to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals who are in special need of such training to obtain productive employment. The act is organized into five titles. This document contains the conference report as agreed to by a committee of the two Houses of Congress on the way to the passage of this act. The bill as recommended for passage by the committee is first published. Then the report examines the bill in detail and documents how either the Senate or House of Representatives version of the bill is discrepant to the final version as approved by the committee. (KC)

ED 224 890 CE 034 538

Job Training Partnership Act. Public Law 97-300. Congress of the U.S., Washington, D.C.

Pub Date—13 Oct 82

Note—80p.; For related documents see CE 034 466 and CE 034 537.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, Adults, American Indians, Disadvantaged Youth, *Economically Disadvantaged, Educational Finance, *Educationally

Disadvantaged, *Employment Programs, *Federal Legislation, Federal Programs, *Job Training, Migrant Education, Program Implementation, Retraining, State Programs, Statewide Planning, Training Methods, Training Objectives, Vocational Education, Youth Employment

Identifiers—*Displaced Workers, *Job Training Partnership Act 1982, Private Industry Councils

The Job Training Partnership Act is intended to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals who are in special need of such training to obtain productive employment. The act is organized into five titles. Title I prescribes the job training partnership, including the service delivery system (such as private industry councils and job training plans), state responsibilities, program requirements, and federal and fiscal administrative provisions. Title II contains provisions for training services for the disadvantaged, including adult and youth programs and summer youth employment and training programs. Title III explains employment and training assistance for dislocated workers, including allocation of funds, identification of dislocated workers, and state plans, while Title IV describes federally administered programs. These programs include employment and training projects for Native Americans and migrants, the Job Corps, veterans employment programs, national activities such as pilot projects, labor market information, the National Commission for Employment Policy, and training to fulfill affirmative action obligations. The final title contains miscellaneous provisions concerning the Wagner-Peyser Act, Social Security Act, and Military Selective Service Act. (KC)

ED 224 891 CE 034 546

Medical Laboratory Technician—Chemical Chemistry & Urinalysis, 10-2. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—374p.; For related documents see CE 034 547-548.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Allied Health Occupations Education, Behavioral Objectives, *Chemical Analysis, Chemistry, Correspondence Study, Independent Study, Job Skills, *Laboratory Procedures, Laboratory Safety, *Laboratory Technology, Learning Modules, Medical Education, *Medical Laboratory Assistants, Postsecondary Education, Secondary Education, Technical Education, *Units of Study, Vocational Education

Identifiers—Military Curriculum Project

This publication, the last of three course materials in the medical laboratory technician field adapted from the Military Curriculum Materials for Use in Technical and Vocational Education series, was designed as a refresher course for student self-study and evaluation. It can be used by advanced students or beginning students participating in a supervised laboratory or on-the-job learning situation. The course is divided into four volumes with student workbooks, texts, and a supplemental handbook of reference materials for each volume. Volume 1 introduces the course and reviews chemistry and safety. Volume 2 discusses body metabolites, liver function tests, proteins, carbohydrates, and enzymes. Volume 3 includes retention and excretion tests; clearance and concentration-dilution tests; gastric analysis; chromatography, electrophoresis, and other tests performed by consultant centers; hormones; and toxicology. The final volume reviews proper microscope adjustment, critical illumination, specimen collection and preservation in urinalysis, renal anatomy and physiology, the physical characteristics of urine, microscopic examination, and chemical examination. Each of the volumes contains chapters with objectives, text, review exercises and answers to the exercises. A volume review exercise without answers is provided. (KC)

ED 224 892 CE 034 547

Medical Laboratory Technician—Microbiology, 10-3. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—600p.; For related documents see CE 034 546-548.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Allied Health Occupations Education, Behavioral Objectives, Chemical Analysis, Chemistry, Correspondence Study, *Culturing Techniques, Independent Study, *Job Skills, *Laboratory Procedures, Laboratory Technology, Learning Modules, Medical Education, *Medical Laboratory Assistants, *Microbiology, Postsecondary Education, Secondary Education, *Units of Study, Vocational Education

Identifiers—Military Curriculum Project

This course, the second of three courses in the medical laboratory technician field adapted from military curriculum materials for use in vocational and technical education, was designed as a refresher course for student self-study and evaluation. It is suitable for use by advanced students or beginning students participating in a supervised laboratory or on-the-job learning situation. The course is divided into three volumes containing student workbooks, readings, and tests. Volume 1 covers blood composition and functions, blood counts, erythrocytes, leukocytes, and coagulation. Volume 2 presents information concerning blood banking; this information includes immunohematology, blood group systems, transfusion of blood, and the operation of a blood center. The final volume discusses the principles of serology, the agglutination test, the fixation and precipitin test, and the serological test for syphilis. A glossary of technical terms used in the three volumes is printed at the back of volume 3. Each of the volumes contains chapters with objectives, text, review exercises, and answers to the exercises. A volume review exercise (without answers) is provided. (KC)

ED 224 893 CE 034 548

Medical Laboratory Technician—Hematology, Serology, Blood Banking & Immunohematology, 10-4. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—286p.; For related documents see CE 034 546-547.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Allied Health Occupations Education, Behavioral Objectives, *Chemical Analysis, Chemistry, Correspondence Study, Course Content, Independent Study, *Job Skills, *Laboratory Procedures, Laboratory Technology, Learning Modules, Medical Education, *Medical Laboratory Assistants, Microbiology, Postsecondary Education, Secondary Education, Technical Education, Tissue Donors, *Units of Study, Vocational Education

Identifiers—*Blood, Military Curriculum Project

This course, the third of three courses in the medical laboratory technician field adapted from military curriculum materials for use in vocational and technical education, was designed as a refresher course for student self-study and evaluation. It is suitable for use by advanced students or beginning students participating in a supervised laboratory or on-the-job learning situation. The course is divided into three volumes containing student workbooks, readings, and tests. Volume 1 covers blood composition and functions, blood counts, erythrocytes, leukocytes, and coagulation. Volume 2 presents information concerning blood banking; this information includes immunohematology, blood group systems, transfusion of blood, and the operation of a blood center. The final volume discusses the principles of serology, the agglutination test, the fixation and precipitin test, and the serological test for syphilis. A glossary of technical terms used in the three volumes is printed at the back of volume 3. Each of the volumes contains chapters with objectives, text,

review exercises, and answers to the exercises. A volume review exercise (without answers) is provided. (KC)

ED 224 894 CE 034 550

Automotive Engine Maintenance and Repair, 8-1. Military Curriculum Materials for Vocational and Technical Education.

Marine Corps, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—139p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Auto Mechanics, *Engines, *Equipment Maintenance, Equipment Utilization, *Job Skills, Military Personnel, Military Training, Postsecondary Education, Secondary Education, *Technical Education

Identifiers—Military Curriculum Project

These military-developed curriculum materials consist of six individualized lessons dealing with automotive engine maintenance and repair. Covered in the individual volumes are basic engine construction and operation, engine and engine components design, engine malfunction diagnosis and remedy, engine disassembly, engine repair, and engine repair assembly. Each lesson contains objectives, text, and review exercises. (MN)

ED 224 895 CE 034 551

Aircraft Pneumatic Repairman, 2-4. Military Curriculum Materials for Vocational and Technical Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education; Technical Training Center, Chanute AFB, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—430p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Aviation Mechanics, *Equipment Maintenance, Equipment Utilization, *Hydraulics, *Job Skills, Military Personnel, Military Training, Postsecondary Education, Safety, Secondary Education, *Technical Education, Workbooks

Identifiers—Military Curriculum Projects, *Pneumatics

These military-developed curriculum materials consist of four volumes of individualized, self-paced texts and workbooks for use by those studying to become aircraft pneumatic repairmen. Covered in the individual volumes are the following topics: pneumatic functions and career program (housekeeping and safety practices, hydraulic fluids and plumbing materials, and maintenance tools); operation and maintenance of pneumatic components (pneumatic terms; pneumatic systems supply units; pressure-regulating, limiting, and controlling devices; flow control and directional units; landing-gear components; and brake systems components); pneumatic systems and principles of operation (pneumatic power systems, hydraulic actuating systems, and aircraft emergency pneumatic systems); and ground equipment, schematics, and supervision and training (shop and aerospace equipment and the use of hydraulic schematics). Each chapter contains objectives, readings, review exercises keyed to the text, and answers to the exercises. (MN)

ED 224 896 CE 034 559

Grizmacher, Joan E. And Others
Child Development/Parent Education Program Effectiveness.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Pub Date—[81]

Note—117p.

Available from—Division of Occupational and Vocational Studies, 119 Rackley Building, Pennsylvania State University, University Park, PA 16802 (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Development, Comparative Analysis, Educational Research, Home Economics, *Parenthood Education, Pretests Posttests, *Program Effectiveness, Program Evaluation, Secondary Education, Student Evaluation, Voca-

tional Education
Identifiers—Impact, Iowa, Minnesota, New Mexico, Ohio, Wisconsin

This monograph contains four reports of studies dealing with the impact of secondary home economics programs in five states on child development and parenting. (The states involved were Ohio, Minnesota, New Mexico, Wisconsin, and Iowa.) Chapter 1 details the assessment of child development and parenting programs in the five states that used a pretest-posttest design involving child development/parenting students and a comparison group. This study found that students in child development/parenting semester-length courses start and end these courses with greater knowledge than comparison groups. Chapters 2 through 4 contain separate analyses of data for three states. Chapter 2 reports that Iowa secondary students who have taken a consumer and homemaking course addressing child development/parenthood education concepts score better than those who have not. Chapter 3 describes a Minnesota study where findings indicate that a secondary course in parenting and child development had a significantly positive impact in both cognitive and capability attitudes on students when compared to a control group. Chapter 4 presents an Ohio study that found that secondary students who participated in a child development/parent education course showed statistically significant improvement on posttests measuring child development/parent education knowledge. Instruments used in the studies are appended. (YLB)

ED 224 897 CE 034 560
Herzog, Jane

Vocational Exploration Technical Assistance Manual.

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Feb 81

Note—82p.

Pub Type—Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Choice, *Career Education, Career Exploration, Demonstration Programs, Educational Resources, *Education Work Relationship, Employment Programs, *Federal Programs, Guidelines, Job Training, *Models, Program Development, *Program Implementation, School Business Relationship, Secondary Education, Vocational Education, *Work Experience Programs, Youth Employment

Identifiers—Comprehensive Employment and Training Act, National Alliance of Business

This manual has been developed to assist prime sponsors, private industry councils, community-based organizations and other youth serving agencies in planning, designing, and implementing vocational exploration activities. The information, forms, and curriculum samples in the manual are a collection of the efforts of 14 program operators involved in the Vocational Exploration Demonstration Project funded by the National Alliance of Business through the U.S. Department of Labor. The vocational exploration activities described in the manual are intended to be integrated into existing employment and training programs, to supplement existing efforts, or to be operated as separate and distinct programs. The manual contains seven sections. Following an introduction and a discussion of the purposes of the vocational exploration program in the first two sections, the manual provides descriptions of four program models: (1) onsite exposure, (2) simulated/laboratory exposure, (3) employability skills development, and (4) combined exposure. Elements common to all these program types—such as counseling, support services, academic credit, exploration activities, and administration and staffing procedures—are discussed in sections 4 and 5. The final two sections present strategies for implementing the vocational exploration program and samples, forms, and checklists from successful programs. (KC)

ED 224 898 CE 034 564

Data Processing 202, 302, Interim Guide.

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-86497-098-6

Pub Date—82

Note—211p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, Business, *Business Education, Computer Oriented Programs, Computers, Computer Science, Curriculum Guides, *Data Processing, Guidelines, Information Dissemination, Instructional Materials, Learning Activities, *Office Occupations Education, Problem Solving, *Program Development, *Program Implementation, Programming, Resource Materials

Identifiers—*Manitoba

This interim curriculum guide is designed to provide a framework upon which teachers in Manitoba may base their secondary school data processing program for 1982-1983. Covered first are course rationales, time allotments, and goals and objectives for Data Processing 202 and Data Processing 302. The bulk of the guide consists of lists of goals and objectives, teacher's notes and suggested activities, and reference and support materials for use in implementing each of the two courses. Discussed in the section on Data Processing 202 are the following topics: historical developments and orientation, computer technology in business, communication of information, processing data on a computer system, problem solving and flowcharting, programming, and introduction to computer business applications. The section devoted to Data Processing 302 includes additional materials on programming and business applications. Also provided are eight transparency masters. (MN)

ED 224 899 CE 034 565

Hunt, H. Allan

Workers' Compensation System in Michigan. A Closed Case Survey.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-88099-005-8

Pub Date—82

Note—230p.

Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (\$8.95).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Compensation (Remuneration), *Court Litigation, Employers, Insurance, Program Descriptions, *Program Effectiveness, *State Programs, State Surveys, *Workers Compensation

Identifiers—*Michigan, *Michigan Closed Case Survey

The Michigan Closed Case Survey examined workers' compensation cases that were closed in the fall of 1978. Specific objectives of the study were to compare the workers' compensation experience of the insured and self-insured employer populations, to provide an empirical description of the workers' compensation system in Michigan, and to determine the role of litigation in the system. Based on abstracts of 954 unlitigated and 1,224 litigated workers' compensation cases, researchers drew the following conclusions: (1) while 48 percent of cases from employees of the big three automakers are litigated, other self-insured employers and insured employers experience 19 and 22 percent litigation rates respectively; (2) the litigation process generally results in more lump sum payments; (3) the big three automakers and the insured employers have similar average disability durations, whereas other self-insured employers enjoy average durations that are 30 percent lower; and (4) only 20 percent of beneficiaries actually received the two-thirds gross replacement rate specified by law. Because Michigan's workers' compensation litigation system seems to have grown into a miniature replica of the tort liability system it was supposed to replace, a general overhaul of the litigation system is urged. (MN)

ED 224 900 CE 034 566

Hardship: The Welfare Consequences of Labor Market Problems. A Policy Discussion Paper.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-88099-003-1

Pub Date—82

Note—505p.

Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (\$13.95; quantity discounts available).

Pub Type—Information Analyses (070) - Numerical/Quantitative Data (110) - Opinion

Papers (120)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Business Cycles, *Data Analysis, Economically Disadvantaged, Employment Patterns, Employment Problems, Family Income, Family Problems, Financial Needs, *Financial Problems, Labor Market, Minimum Wage, Minority Groups, Poverty, Public Policy, Research Design, *Social Indicators, *Statistical Data, Statistical Studies, Trend Analysis, *Underemployment, *Unemployment, Welfare Recipients, Welfare Services

Identifiers—Current Population Survey

Social statistics may exaggerate the degree of hardship caused by labor market problems. Yet, in many ways social statistics underestimate the degree of hardship caused by extended unemployment, underemployment, and low wages. Therefore, new measures are needed to reassess long-term and cyclical labor market developments, the changing status of minorities, the interrelationships between family patterns and employment problems, the effectiveness of income transfers for the working poor, and alternative macroeconomic policies. The proposed hardship measurement and assessment system consists of three sets of core indicators to measure the adequacy of individual earnings, family earnings, and family incomes in terms of both the numbers who fall below minimum standards and dollar shortfalls relative to these standards. After using these measures to examine hardship trends over the period between 1974 and 1980, researchers determined that the number who suffer severe hardship as a result of labor market problems experienced during the year far exceeds average annual unemployment. In addition, the burdens of hardship are even more maldistributed than are those of unemployment. (Appendixes to the report include technical details of the hardship measures and hardship data for the period from 1974 through 1980.) (MN)

ED 224 901 CE 034 567

Rist, Ray C. And Others

Patterns of Collaboration: The CETA/School Linkage. An Analysis of Inter-Institutional Linkages between Education and Employment/Training Organizations. Interim Report #4.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.; Youthwork, Inc., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—Aug 80

Note—238p.; For related documents see CE 034 568-569.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adolescents, Career Awareness, Case Studies, Coordination, Credits, Delivery Systems, *Demonstration Programs, *Educational Cooperation, Educational Planning, Education Work Relationship, *Employment Programs, Federal Legislation, Job Development, *Job Training, *Linking Agents, Longitudinal Studies, Models, Program Descriptions, Program Effectiveness, *School Business Relationship, Young Adults, Youth, Youth Programs

Identifiers—Comprehensive Employment and Training Act, *Exemplary In-School Demonstration Project, Private Sector, Youth Employment and Demonstration Projects Act, Youthwork National Policy Study

A longitudinal, ethnographic study examined the form and content of the linkages that have been established by the principal organizations involved in the implementation of the Exemplary In-School Demonstration Project. During the study, on-site observers utilized the following data collection strategies: document analysis, respondent and informant interviews, direct participation, and extensive observation of the various facets of given local projects. In all, 51 projects were investigated. The focus of the program observations was on the various linkages that projects have made with the Comprehensive Employment and Training Act (CETA) system, with community-based organizations, with other youth service projects, with other components of the educational system, and with the private sector. Researchers sought to identify linkages that are generic across variations in program design as well as those that appear specific to each of the following four program models: academic credit for work experience, career awareness, expanded private sector involvement, and youth-initiated projects. While

different linkages appear most appropriate to each of these four strategies for service delivery, it was consistently found that linkages work best in those settings where enlightened self-interest and reciprocity are evident. (MN)

ED 224 902 CE 034 568

Holloway, Wilfred B.

Youth Participation: A Strategy to Increase the Role of In-School Youth in Creating Job Opportunities. Occasional Paper #4.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.; Youthwork, Inc., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—Aug 80

Note—49p; For related documents see CE 034 567-569.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Disadvantaged Youth, *Employment Opportunities, *Employment Programs, *Job Development, Program Effectiveness, *Program Implementation, *Student Participation, Youth, Youth Programs

Identifiers—*In School Youth, *Youthwork National Policy Study

Through a study, strategies were investigated to increase the role of in-school youth in creating job opportunities. Drawing upon qualitative data provided by the Youthwork National Policy Study, researchers examined four youth-operated employment projects in order to isolate those factors that either hinder or facilitate the implementation of a youth participation strategy; they subsequently made recommendations on how best to implement a strategy for youth participation. Two factors that especially seemed to inhibit youth participation were the location of the project in a traditional school setting and the failure to encourage youth to take an active role in managing the project. Included among those factors found to promote the youth participation strategy were the following: a high ratio of adults to youth, the delegation of authority for the everyday activities of the project to the youth involved in it, relatively small numbers (10 or less) of youth working together, and access within the community to persons with expertise in the area of youth enterprise. Recommendations included a call for hiring staff members partly on the basis of their commitment to the idea that youth can and should manage their own affairs. (MN)

ED 224 903 CE 034 569

Wiltberger, Heather E.

Academic Credit for Work Experience: A Study of Youth Employment and Training Projects Experience. Occasional Paper #5.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.; Youthwork, Inc., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—Sep 80

Note—60p; For related documents see CE 034 567-568.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Credits, Employment Programs, Experiential Learning, Job Placement, *Job Training, School Districts, Secondary Education, State Programs, *Student Certification, *Work Experience, *Work Experience Programs, *Youth Programs

Identifiers—*Youthwork National Policy Study

A study examined the process of awarding credit to youth participating in a special group of employment and training programs. Using a student questionnaire, field researchers collected data concerning 21 Youthwork, Inc., Exemplary In-School Demonstration Projects with one of the following four program focus areas: academic credit for work experience, career awareness, youth-operated projects, and private sector projects. Of the 21 projects studied, 18 offered credit for work experience as a regular program feature. In general, those projects affiliated with an alternative school, and hence under state education jurisdiction rather than local affiliation, were most likely to grant required credits for experiential learning. Fifteen of the 16 projects routinely awarding academic credit for program participation placed youth on a job. Only those projects placing youth in the public sector more than 70 percent of the time awarded cred-

its for required courses. All the remaining credit-granting projects placed youth in the private sector and awarded elective credits. Among those factors ranked as the most important determinants of receipt of credits were employment-related factors such as employer evaluations, job attendance, and the job attitude of youth. (MN)

ED 224 904 CE 034 598

The Iowa High School Curriculum Project. Report on Phase I: A Descriptive Study.

Iowa State Univ. of Science and Technology, Ames. Dept. of Industrial Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—[82]

Note—288p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, *Curriculum Development, Educational Objectives, High Schools, *Industrial Arts, Information Dissemination, Instructional Materials, Literature Reviews, Material Development, Program Descriptions, Program Development, *Program Effectiveness, Questionnaires, Secondary Education, State Programs, State Surveys, Teacher Attitudes, *Vocational Education

Identifiers—*Iowa, *Iowa High School Curriculum Project

The Iowa High School Curriculum Project was initiated to improve secondary industrial arts programs in Iowa. Phase I of the project addressed the following objectives: (1) completion of a review of courses, topics, concepts, skills, and attitudes currently taught and considered desirable to teach in secondary industrial arts programs; (2) prioritization of these factors for subsequent development of instructional modules and materials; (3) development and description of criteria for use in the creation of instructional modules appropriate to the secondary industrial arts curriculum; and (4) dissemination of descriptions of current industrial arts programs found to exemplify the goals, objectives, content, and instruction desired in the high school industrial arts curriculum. To accomplish these goals, researchers conducted a comprehensive review of literature pertaining to industrial arts curriculum development. In addition, they administered three surveys to Iowa industrial arts teachers to assess the basic concepts existing throughout industrial arts curricula and to identify courses and topics currently taught by Iowa industrial arts teachers. Recommendations emerging from the study included calls for reduced emphasis on semi-skilled trades and crafts, coverage of all major components of industry, and articulation of industrial arts instruction with other secondary subject areas. (Appendixes include state guidelines, textbook categorization, survey instruments and analysis of results, and discussion papers.) (MN)

ED 224 905 CE 034 616

Cotter, William

A Model for Assessing the Impacts of Vocational Education Research Activities on Vocational Education Practices. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jul 82

Note—67p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Development, *Educational Research, *Evaluation Methods, *Models, Postsecondary Education, *Program Effectiveness, *Research Design, Research Methodology, Research Problems, Research Projects, Research Utilization, Secondary Education, Statewide Planning, Technical Education, Vocational Education

Identifiers—Wisconsin

This study was conducted to develop a process for identifying the effects of vocational education research and development projects and activities and to identify the effects of selected research projects on the vocational, technical, and adult education programs and students in Wisconsin. Technical and adult education faculty and staff who had participated in 15 research and development projects were interviewed on site, and questionnaires were mailed to other such faculties. A total of 48 questionnaires were used, with a 46 percent return rate. Analysis of data collected showed that most of the

projects had been successful and that results or products developed were still in use. The study concluded that the following characteristics are needed in order to have a successful research and development project: (1) clearly defined objectives, definitions, and procedures; (2) strong support from the administration; (3) adequate support staff; (4) adequate start-up time; (5) good communication among project staff members; (6) a project director who is involved from the beginning of the project; and (7) acceptance of the project within the district. (KC)

ED 224 906 CE 034 642

Olson, Gladys Swiggum, Carol

Resource Book for Window Treatment Construction [and] Rod Installation.

Madison Area Technical Coll., Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—82

Note—116p; For related documents see CE 034 643-649.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Programs, *Adult Vocational Education, Check Lists, Glossaries, *Home Furnishings, Learning Activities, *Occupational Home Economics, *Resource Materials, *Sewing Instruction, *Windows

Identifiers—*Drapery Makers

This resource book for window treatment construction and rod installation is one of four resource books developed for use in Code 30 or adult vocational programs in the home furnishings service area. Representative, illustrative, and informative materials contained in the resource book are Window Treatments Glossary, Window Treatments, Parts of a Window, Types of Windows, Window Measurements, Worksheet to Determine Yardage Required, Width Conversion Chart, Sample Work Order, Work Order Information, Work Tables, Power Sewing Equipment, The Sewing Machine, Safety Procedures, Safety Check List, Types of Pleats, Worksheet for Calculating Pleats and Spaces, Drapery Hooks, Evaluation Pinch-Pleated Draperies, Window Headings, Window Shade Measurements, Construction of Roman Shades, Austrian Shades, Window Treatment Hardware, Traverse Rods, Curtain Rods, Rod Identification, Mounting Methods for Draperies and Curtains, Assemble Traverse Rods, Installation Tools, Installation Tips, Installation Procedures, and Achievement Test. (YLB)

ED 224 907 CE 034 643

Swiggum, Carol Olson, Gladys

Suggested Curriculum Guide for Window Treatment Construction [and] Rod Installation.

Madison Area Technical Coll., Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—82

Note—102p; For related documents see CE 034 642-649.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Programs, *Adult Vocational Education, Behavioral Objectives, Curriculum Guides, *Home Furnishings, Job Analysis, Job Skills, Learning Activities, *Occupational Home Economics, *Sewing Instruction, *Windows

Identifiers—*Drapery Makers

This curriculum guide for window treatment construction and rod installation is one of four guides developed to aid in setting up either Code 30 or adult vocational programs in the home furnishings service area. Introductory materials include information on the project that developed the curriculum (purpose and procedure) and survey materials from the project (letter, instruction sheet, information sheet, and tasks list for drapery construction and window treatments, including installation). Suggested curriculum guides are then provided for window treatments, rod selection, and installation. The competencies to be achieved are listed first. The curriculum guide in a chart format follows. In this chart tasks are coordinated with objectives and related learning activities, resources, and evaluations. A bibliography is also included. (YLB)

ED 224 908 CE 034 644
Resource Book for Entrepreneurship.

Madison Area Technical Coll., Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—82

Note—31p; For related documents see CE 034 642-649.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Programs, *Adult Vocational Education, Business Administration, Check Lists, *Entrepreneurship, Furniture, Glossaries, *Home Furnishings, Learning Activities, *Occupational Home Economics, *Resource Materials, Sewing Instruction, *Small Businesses, Windows

Identifiers—Drapery Makers, Furniture Refinishing, Upholsterers

This resource book for entrepreneurship is one of four resource books developed for use in Code 30 or adult vocational programs in the home furnishings service area. Representative, illustrative, and informative materials contained in the resource book are List of Film Titles, Small Business Profile, Home Economics, Related Small Businesses, Worksheet, Application for Seller's Permit, Business Practices, Calculating Financial Ratios, and Annotated Glossary of Business Terms. (YLB)

ED 224 909 CE 034 645

Schmolesky, Mary
Suggested Curriculum Guide for Entrepreneurship.

Madison Area Technical Coll., Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—82

Note—56p; For related documents see CE 034 642-649.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Programs, *Adult Vocational Education, Behavioral Objectives, Business Administration, Curriculum Guides, *Entrepreneurship, Furniture, *Home Furnishings, Job Analysis, Job Skills, Learning Activities, *Occupational Home Economics, Sewing Instruction, *Small Businesses, Windows

Identifiers—Drapery Makers, Furniture Refinishing, Upholsterers

This curriculum guide for entrepreneurship is one of four guides developed to aid in setting up either Code 30 or adult vocational programs in the home furnishings service area. Introductory materials include information on the project that developed the curriculum (purpose and procedure) and survey materials from the project (letter, instruction sheet, information sheet, task lists for drapery construction and window treatments, furniture renovation, and slipcover construction). A suggested curriculum guide is then provided for entrepreneurship. The competencies to be achieved are listed first. The curriculum guide in a chart format follows. In this chart tasks are coordinated with objectives and related learning activities, resources, and evaluations. A bibliography is also included. (YLB)

ED 224 910 CE 034 646

Barton, Diane Robinson, Jay
Resource Book for Furniture Renovation, Refinishing and Repholstering.

Madison Area Technical Coll., Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—82

Note—69p; For related documents see CE 034 642-649.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Programs, Adult Vocational Education, *Furniture, Glossaries, *Home Furnishings, Learning Activities, *Occupational Home Economics, *Resource Materials

Identifiers—*Furniture Refinishing, *Upholsterers

This resource book for furniture renovation (refinishing and reupholstering) is one of four resource books developed for use in Code 30 or adult vocational programs in the home furnishings service area. Representative, illustrative, and informative materials contained in the resource book are Furniture Woods, Cuts and Matching Veneers, Wood Joints, Joints Used in Furniture Construction, Vocabulary of Wood, Wood Classification, Exotic Woods, Woods Physical Properties and Source Chart, Chronology of Furniture Styles, Dictionary of Upholstery Terms, Upholstery Materials and Supplies, Furniture Fabrics, Estimating Fabrics to

Reupholster Various Pieces of Furniture, Removing Old Cover, Construction Processes in Upholstery, Spring and Spring Work, Attaching Burlap, Determining Size of Tack for Job, and Installing Final Coverings. (YLB)

ED 224 911 CE 034 647

Barton, Diane Robinson, Jay

Suggested Curriculum Guide for Furniture Renovation, Refinishing and Repholstering.

Madison Area Technical Coll., Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—82

Note—52p; For related documents see CE 034 642-649.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Programs, *Adult Vocational Education, Behavioral Objectives, Curriculum Guides, *Furniture, *Home Furnishings, Job Analysis, Job Skills, Learning Activities, *Occupational Home Economics

Identifiers—*Furniture Refinishing, *Upholsterers

This curriculum guide for furniture renovation (refinishing and reupholstering) is one of four guides developed to aid in setting up either Code 30 or adult vocational programs in the home furnishings service area. Introductory materials include information on the project that developed the curriculum (purpose and procedure) and survey materials from the project (letter, instruction sheet, information sheet, and tasks list for furniture renovating, reupholstering, and refinishing). Suggested curriculum guides are then provided for refinishing furniture and for reupholstering furniture. The competencies to be achieved are listed first. The curriculum guide in a chart format follows. In this chart tasks are coordinated with objectives and related learning activities, resources, and evaluations. A bibliography is also included. (YLB)

ED 224 912 CE 034 648

Iverson, Alice

Suggested Curriculum Guide for Slipcover Construction.

Madison Area Technical Coll., Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—82

Note—46p; For related documents see CE 034 642-649.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Programs, *Adult Vocational Education, Behavioral Objectives, Curriculum Guides, *Furniture, *Home Furnishings, Job Analysis, Job Skills, Learning Activities, *Occupational Home Economics, *Sewing Instruction

Identifiers—*Upholsterers

This curriculum guide for slipcover construction is one of four guides developed to aid in setting up either Code 30 or adult vocational programs in the home furnishings service area. Introductory materials include information on the project that developed the curriculum (purpose and procedure) and survey materials from the project (letter, instruction sheet, information sheet, and tasks list for slipcover construction). A suggested curriculum guide is then provided for slipcover construction. The competencies to be achieved are listed first. The curriculum guide in a chart format follows. In this chart tasks are coordinated with objectives and related learning activities, resources, and evaluations. A bibliography is also included. (YLB)

ED 224 913 CE 034 649

Resource Book for Slipcover Construction.

Madison Area Technical Coll., Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—82

Note—79p; For related documents see CE 034 642-649.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Programs, *Adult Vocational Education, *Furniture, *Home Furnishings, Learning Activities, *Occupational Home Economics, *Resource Materials, *Sewing Instruction

Identifiers—*Upholsterers

This resource book for slipcover construction is one of four resource books developed for use in Code 30 or adult vocational programs in the home furnishings service area. Representative, illustrative, and informative materials contained in the re-

source book are Safety and Machine Instructions, Estimates for Slipcover Yardage, Prepare Furniture for Slipcovering, Three Types of Pinning, Make Slipcover Sections for Chair Arms, Block Out the Material, Make Paper Patterns of Flat-Shaped Section, Sewing a Corded-Boxed Cushion Cover, The Skirt, Applying Slipcover to the Chair, and The Completed Chair. (YLB)

ED 224 914 CE 034 650

Murphy, Carol Jenks, Lynn

Non-Technical Skill Requirements for Entry-Level Professional Employment. A Report of the Experience-Based Education Implementation Research Project.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82

Note—88p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Communication Skills, Employer Attitudes, *Employment Potential, Entry Workers, *Higher Education, Interpersonal Competence, Interviews, *Job Skills, *Outcomes of Education, Postsecondary Education, *Professional Occupations, Questionnaires, Skill Development, Work Attitudes

A study identified non-technical skills cited by employers as being either necessary or desirable for obtaining employment in the entry-level professional job market. Also collected was preliminary information concerning the extent to which the identified employability skills are outcomes of the postsecondary general studies curriculum. For the first part of the study, 48 employers in the San Francisco Bay area and the Salt Lake City area were interviewed to obtain their priorities. For the second part, six educators from four-year postsecondary institutions completed questionnaires designed to generate information about potential usefulness of the study outcomes. Non-technical skill requirements named by employers were of two types—functional skills, especially in the communication (interpersonal) and persuasion categories, and adaptive skills, covering a wide range of attitudes, personality traits, and work habits. Educators' responses to the employers' skill priorities suggested that such information is welcomed by educators, but a communication gap exists. Employability of their graduates was a concern but not a high priority among faculty, an attitude reflected in the curriculum. The most significant barrier to implementing greater opportunities for skill development was attitudinal. (The employer interview form, employer data, and educator questionnaire are appended.) (YLB)

ED 224 915 CE 034 651

Howard, H. Philip Rothstein, Debra E.

Employment Trends in Computer Occupations.

Bulletin 2101.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—Oct 81

Note—51p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$3.50).

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computers, Computer Science Education, *Data Processing Occupations, Educational Needs, Employment Opportunities, *Employment Patterns, *Employment Projections, Employment Qualifications, Labor Needs, Occupational Information, Postsecondary Education, Programers, Secondary Education, Systems Analysts, *Technical Occupations, Technological Advancement

Identifiers—Computer Technicians, Key punch Operators

In 1980 1,455,000 persons worked in computer occupations. Two in five were systems analysts or programmers; one in five was a keypunch operator; one in 20 was a computer service technician; and more than one in three were computer and peripheral equipment operators. Employment was concentrated in major urban centers in four major industry divisions—manufacturing; services; finance, insurance, and real estate; and wholesale and retail trades. Between 1970 and 1980, employment of computer workers more than doubled. Educational

requirements ranged from high school graduates to those with a college degree and beyond. The shortage of qualified computer workers is due to the relative newness of the field, its rapidly changing technology, and lack of qualified teachers. Overall employment is expected to increase by nearly one-half from 1980 to 1990. New technologies that will affect employment are in three major areas: hardware, software, and applications. Employment of computer and peripheral equipment operators and computer service technicians is expected to increase, while the demand for keypunch operators will decrease. The shortage of computer personnel is expected to continue, resulting in higher wages, more job mobility, increased job security, and greater opportunities. (Appendixes include data tables and a glossary.) (YLB)

ED 224 916 CE 034 655

Gentner, Donald R. And Others
Studies of Typing from the LNR Typing Research Group: The Role of Context, Differences in Skill Level, Errors, Hand Movements, and a Computer Simulation.

California Univ., La Jolla. Center for Human Information Processing.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—CHIP-111; ONR-8204

Pub Date—Sep 82

Contract—N00014-79-C-0323; NR-667-437

Note—128p.; These studies will appear in: Cooper, W. E., Ed. "Cognitive Aspects of Skilled Typewriting." New York: Springer-Verlag, in preparation.

Available from—Institute for Cognitive Science, C-015, University of California-San Diego, La Jolla, CA 92093.

Pub Type—Collected Works - General (020) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Comparative Analysis, Computer Oriented Programs, *Error Patterns, Glossaries, Performance, Performance Factors, *Psychomotor Skills, Research, Simulation, *Skill Development, *Typewriting

Identifiers—Computer Simulation

Studies on typing done at the University of California, San Diego (UCSD) are reviewed. The first of five chapters is a glossary of terms and classification of typing errors. Chapter 2 provides an overview of the variety of research approaches used to examine typing, including studies of continuous (transcription) and discontinuous (discrete trials) typing, the examination of typists of several skill levels, the analyses of error and of the interkeystroke time distributions, and examination of hand motions through video and film analysis. The computer simulation model of skilled typing developed at UCSD is briefly reviewed. Chapter 3 compares skilled and novice performances in discontinuous typing. A study of key-stroke timing in transcription typing is reported in chapter 4. Chapter 5 examines error patterns in skilled and novice transcription typing. Subjects in these studies ranged from novice to expert typists with typing speeds ranging from 12 to 112 words per minute. The studies focused on the influence of motor schemes and preplanning in the learning and performance of highly skilled motor activities; the role of overlapping, parallel motor activity; and the significant differences in typing styles. Their objective was a better understanding of the cognitive control systems for complex motor tasks. (YLB)

ED 224 917 CE 034 657

Delker, Paul V.

Adult Competence: The Key to Productivity.

Pub Date—12 Nov 82

Note—18p.; Presented at the National Conference on Competency-Based Adult Education (7th, San Antonio, TX, November 12, 1982).

Pub Type—Opinion Papers (120) — Speeches—Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, *Adult Education, Adult Educators, Adults, *Competence, *Competency Based Education, Continuing Education, *Definitions, Economic Development, Educational Needs, *Educational Philosophy, Educational Trends, Futures (of Society), Human Capital, Lifelong Learning, Policy Formation, *Productivity, Program Development, Teacher Role, Values Clarification

"Adult competence" and "productivity" can be viewed as interactive terms on the same continuum; as the definition of one term expands, so does the definition of the other. For example, while productivity may once have meant simply the efficient production of goods and services, it now encompasses a much vaster dimension, including such factors as respect for the environment, conservation of energy, and the development of the individual. To meet such productivity goals, adults need many more competencies than just job skills. This interaction has two principal implications for competency-based adult education: it fosters in the student the increasing capacity to learn (how to learn, not just learning what is being taught); competency-based adult educators have a responsibility to understand and support human competence in its broadest sense. These implications lead to the following two action steps that competency-based adult educators should take: (1) they should research, develop, and implement competency-based developmental education for all adults in order to encourage lifelong learning; and (2) competency-based adult educators should take leadership roles in a philosophical quest for the meaning of human and adult competency. These are challenges for the future of competency-based adult education. (KC)

ED 224 918 CE 034 659

Miller, Harry G. Shapiro, Freddy L.

Adult Literacy and National Development.

Pub Date—[82]

Note—26p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Adult Literacy, Cultural Influences, Definitions, *Developing Nations, Educational Benefits, *Educational Needs, Educational Planning, *Educational Policy, Influences, Needs Assessment, *Program Design, School Role, Student Motivation

Identifiers—*National Development

The causal relationship among adult literacy, social evolution, and economic development has traditionally made adult literacy programs a priority in developing nations. To develop effective adult literacy programs, educational planners must consider a variety of linguistic, cultural, economic, and political needs. First of all, planners must define what it means to be literate in a particular culture or country. Frequently, planners of functional literacy programs will determine that literacy programs must be supplemented by basic educational programs emphasizing work habits, motivation, and teamwork. In other areas, adult literacy is perceived as a means to enhance civic responsibility, facilitate political and ideological changes, and enhance social as well as individual development. As more attention is given to the educational needs of adults, different types of government and private organizations are beginning to sponsor literacy programs. The roles of policy, planning, and implementation in adult education present a number of major issues that need systematic review. Included among these are the following: determination of whether it is more appropriate to conduct mass literacy campaigns or to provide basic relevant skills to selected categories and classes of adults; definition of the relationship of adult literacy programs to formal education; and delineation of the role of post-literacy programming. (MN)

ED 224 919 CE 034 660

Davis, Ronald Yancey, Bruce

Architectural Drafting.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date—82

Note—723p.; For related documents see ED 219 653-654.

Available from—Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074 (Write for price).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—Air Conditioning, *Architectural Drafting, Behavioral Objectives, Building Design, Building Plans, Competency Based Education, Construction Materials, Criterion Referenced Tests, Electrical Systems, *Engineering Drawing, Guidelines, Heating, Instructional Materials, Job Skills, Learning Activities, Plumbing, Postsecondary Education, Site Analysis, Specifications,

Structural Building Systems, Systems Analysis, *Technical Education, *Technical Illustration, Ventilation

Identifiers—Dimensioning (Mechanical Drawing)

Designed to be used as a supplement to a two-book course in basic drafting, these instructional materials consisting of 14 units cover the process of drawing all working drawings necessary for residential buildings. The following topics are covered in the individual units: introduction to architectural drafting, lettering and tools, site conditions, residential design, structural systems and building materials, introduction to working drawings, dimensioning, foundations, details, plumbing, forced air heating/ventilating/air conditioning (HVAC) systems, electrical systems, specifications, and presentation drawings. Included in the individual instructional units are some or all of the following: performance objectives, suggested activities for instructors, information sheets, transparency masters, job sheets, assignment sheets, tests, and test answers. Instructional materials in the publication are written in terms of student performance, using measurable objectives, and are accompanied by criterion-referenced instruments. (MN)

ED 224 920 CE 034 662

Haverman, Robert H., Ed. Palmer, John L., Ed.

Jobs for Disadvantaged Workers: The Economics of Employment Subsidies. Studies in Social Economics.

Brookings Institution, Washington, D.C.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.

Report No.—ISBN-0-8157-3505-7

Pub Date—82

Note—342p.; Papers presented at a Brookings Institution conference (Washington, DC, April 3-4, 1980).

Available from—Brookings Institution, 1775 Massachusetts Avenue, NW, Washington, DC 20036 (Hard cover ISBN-0-8157-3506-5).

Pub Type—Collected Works - Proceedings (021) —

Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Adults, Career Education, Categorical Aid, Cost Effectiveness, Economic Change, *Efficiency, Employment Patterns, *Employment Programs, Evaluation, *Federal Aid, Federal Programs, Foreign Countries, *Grants, *Job Development, Program Administration, *Program Design, Semiskilled Workers, Underemployment, Unemployment, Unskilled Workers

Identifiers—Europe (West), *Private Sector

These nine papers are from a conference held at Brookings Institution on April 3-4, 1980, focusing on subsidizing private sector job creation for workers with structural employment problems. Chapter 1 summarizes the papers and conference proceedings. The remaining nine chapters are divided into three parts consisting of three papers each. Part 1 (chapters 2-4) contains alternative methods of theoretical analysis of the effects of targeted employment subsidies on inflation and economic efficiency. It also discusses the distribution of employment and comparisons of the effects of workers' wage subsidies with those of employer wage subsidies and family income-tested cash grants. Part 2 (chapters 5-7) contains empirical work designed to shed light on the magnitude of the effects of employment subsidies on the same areas addressed in part 1. The three chapters in the last part are concerned with efficiency and cost implications of alternative designs for employment subsidies. Chapters 8 and 9 discuss administrative issues affecting program design. Chapter 10 summarizes European experiences with employment subsidies and their implications for program evaluation. Comments are found following each paper. (YLB)

ED 224 921 CE 034 664

Profiles. A Review of Issues and Practices in the Use and Development of Student Profiles.

Further Education Curriculum Review and Development Unit, London (England).

Pub Date—Sep 82

Note—122p.

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Records, Adolescents, Experiential Learning, *Foreign Countries, Higher Education, *Information Utilization, *Material Development, *Personnel Selection, Postsecondary Education, *Profiles, Recruitment, Research,

Secondary Education, Student Evaluation, *Student Records, Unemployment, Vocational Education, Work Experience Programs, Youth, Youth Programs

Identifiers—*England

These six papers examine the issues and review some of the current practices in the developing field of profile recording of young people's attainments. An introductory paper, "A Burst of Interest," looks at some reasons why profiling has developed and examines some major issues involved. "Profiles in Training" discusses profile reporting in Youth Opportunities Programme (YOP) schemes that offer unemployed youth a range of work preparation courses and work experiences and a model profile assessment device for YOP instructors. "Profiles in Practice" considers methods being developed for profiling longer courses, mainly based in further education colleges. "A 17+ Package: A View from the School" analyzes what has been said about assessment at this level and places student profiles in the perspective of a strongly argued need for a new course and assessment package. "Profiles in Preparation" suggests procedures in preparation of a profile to ensure technical validity. "Profiles in Recruitment: The View of the Personnel Profession" provides results of a survey of the possible usefulness of profiles, compared with existing methods of gaining information about young people being recruited into employment. An appendix gives examples of profile documents currently in use. (YLB)

ED 224 922 CE 034 665

Treichel, Janet M., Ed.
Least Restrictive Environment. Policy Paper Series: Document 2.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82
Grant—G007900952

Note—120p.

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Advisory Committees, Advocacy, Cooperative Programs, Coordination, *Disabilities, Disadvantaged, *Educational Policy, Employment Programs, *Faculty Development, Federal Programs, Handicap Identification, Limited English Speaking, *Mainstreaming, *Needs Assessment, Position Papers, School Business Relationship, School Community Relationship, School Policy, Secondary Education, Special Education, Student Evaluation, Student Placement, *Vocational Education, Vocational Education Teachers

Six position papers address issues and identify relevant processes and policies relating to the least restrictive environment (LRE). The first paper highlights research findings concerning local policies relative to identification, assessment, and placement of handicapped, disadvantaged, and limited English-proficient students in vocational education programs. Other sections discuss typical coordination issues between Comprehensive Employment and Training Act programs, vocational education, and mainstreaming policies and practices. Addressed to regular and special educators, the second paper emphasizes some realistic and practical factors involved in the academic and social integration of handicapped children. The third paper draws implications for vocational education personnel development from the LRE policy. The fourth paper reviews the literature addressing the least restrictive alternative in vocational education. Experiences in delivering vocational services to teachers of handicapped students are also described. Recommendations are made for planning, staff development, curriculum, and instructional materials. The fifth paper considers the importance of advisory and advocacy input regarding the LRE. The sixth paper focuses on needs assessment pertaining to the LRE, the extent to which LRE needs assessment data are incorporated into statewide evaluation and information systems, and the interagency linkages necessary for comprehensively assessing vocational education needs relative to LRE. (YLB)

ED 224 923 CE 034 666

Phelps, L. Allen, Ed. Greenan, James P., Ed.
CETA/Vocational Education, Special Education, and Vocational Rehabilitation Linkages. Policy Paper Series: Document 5.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82
Grant—G007900952

Note—172p.

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Vocational Education, *Agency Cooperation, Cooperative Planning, Cooperative Programs, Coordination, *Disabilities, Disadvantaged, Employment Programs, Financial Support, Individualized Programs, Job Training, Labor Force Development, Program Development, Program Implementation, Research Needs, Secondary Education, Special Education, Staff Development, Statewide Planning, *Vocational Education, *Vocational Rehabilitation

Identifiers—*Comprehensive Employment and Training Act, *Linkage

Seven policy papers identify and address several issues pertaining to linkages between Comprehensive Employment and Training Act (CETA) programs and vocational education, special education, and vocational rehabilitation. The first paper examines barriers encountered in administration of federal legislation dealing with education and employment of handicapped persons, gives an overview of two critical national problems, and identifies options for addressing the problems and barriers. The second paper emphasizes the role of state planning in cooperative linkages. Alternative funding approaches for linkages are discussed in the third paper. The fourth paper focuses on implementing individualized planning requirements within education and employment and training programs. The fifth paper examines the basis for personnel preparation in organizations providing vocational services to special needs students. The possibility of interagency cooperative activities and suggested competencies for special needs vocational trainers are examined. Two hypothetical approaches are proposed to increase agency interaction through training of staff from all agencies. The sixth paper identifies problems of implementing, operating, and maintaining CETA/vocational education programs for special needs clients and the use of evaluation to facilitate program development and maintenance. The seventh paper suggests research and evaluation needs in the human resource development area and a shape for further program development. (YLB)

ED 224 924 CE 034 667

Cobb, H. Brian, Ed. Larkin, Dave, Ed.
Funding and Cost Analysis. Policy Paper Series: Document 8.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82
Grant—G007900952

Note—112p.

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Comparative Analysis, Compliance (Legal), *Cost Effectiveness, *Disabilities, Educational Legislation, Educational Research, Employment Programs, *Federal Aid, *Federal Legislation, *Financial Support, Job Placement, Job Training, Moderate Mental Retardation, Secondary Education, Severe Disabilities, *Special Education, *Vocational Education

Identifiers—Project Employability, Reauthorization Legislation, Vocational Education Act 1963, Vocational Education Amendments 1976

Five policy papers address methods of funding vocational/special education and relative benefits versus expenditures for different employment training systems for moderately and severely handicapped persons. The first paper critiques the present vocational education funding system for handicapped students. Federal funding mechanisms, state and local matching of set-aside funds,

and problems in complying with legislative mandates are discussed. Tentative suggestions for improvement are offered. The second paper reports Abt Associates study findings regarding the impact of the 1976 Vocational Education Amendments on services to special needs populations. Patterns of expenditure of set-asides for special populations are highlighted. The third paper proposes changes in the Vocational Education Act to clarify and simplify the present law and make federal spending for vocational education more effective. It calls for centralization of purpose and decentralization of process in delivering vocational education. The fourth paper reports an investigation to determine whether the costs and benefits of the train-place-train approach to competitive employment are comparable to the costs and benefits of individuals working in extended, sheltered employment. The fifth paper reports an analysis of several cost and benefit dimensions associated with Project Employability, a job placement program for moderately and severely handicapped individuals. (YLB)

ED 224 925 CE 034 672

McMann, Richard C.
To Educate the People Consortium Evaluation and Research Report. Occasional Papers, Vol. 1, No. 2.

To Educate the People Consortium, Detroit, MI. Pub Date—1 Aug 81

Note—313p.; For related documents see ED 146 880, ED 221 101, and CE 034 673-674.

Available from—To Educate the People Consortium, Wayne State University, 5229 Cass Avenue, Room 301, Detroit, MI 48202 (\$15.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Education, Adult Students, Associate Degrees, Bachelors Degrees, Blue Collar Occupations, *College Programs, *Consortia, Curriculum, Educational Cooperation, Educational Research, Higher Education, *Humanities, Interdisciplinary Approach, *Natural Sciences, Nontraditional Students, Postsecondary Education, Program Development, Program Evaluation, School Community Relationship, *Social Sciences, *Special Degree Programs, Student Characteristics, Surveys, Technology, White Collar Occupations

Results of research and evaluation carried out by the To Educate the People Consortium are reported. (The purpose of the consortium is to create a national network of humanities-based adult-oriented college programs offering an interdisciplinary curriculum leading to an associate or baccalaureate degree for blue-collar and low-status white collar workers.) Following an overview of the consortium, chapter 2 reports on the Outside Evaluation Committee that provides individual programs and the consortium with an on-going critique based on field experiences and observations. Chapter 3 presents results of a series of studies using student surveys to gather information on reasons for enrolling, tuition financing, socioeconomic characteristics, and career expectations. In chapter 4 the curriculum plans of the operational programs are provided. Results from a survey of faculty attitudes are also presented. Separate sections are devoted to telecourses, skill development efforts, and planned consequences of these humanities-based curricula. Chapter 5 reports on the status of the outreach effort. Chapter 6 presents selected results from research projects in progress and suggests trends in the research and evaluation efforts of the consortium. Chapter 7 offers concluding remarks. (YLB)

ED 224 926 CE 034 673

The TV Development Concept Papers. Preliminary Working Draft. Occasional Papers, Vol. 1, No. 4. To Educate the People Consortium, Detroit, MI. Pub Date—Jan 82

Note—181p.; For related documents see ED 146 880, ED 221 101, and CE 034 672-674.

Available from—To Educate the People Consortium, Wayne State University, 5229 Cass Avenue, Room 301, Detroit, MI 48202 (\$10.00).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Adult Students, Blue Collar Occupations, College Programs, Consortia, Course Descriptions, *Curriculum Development, Educational Television, Higher Education, *Humanities, Interdisciplinary Approach, *Natural Sciences, Nontraditional Students, Postsecondary Education, *Social

Sciences, *Special Degree Programs, *Telecourses, White Collar Occupations

This working paper is an intermediary stage in the development of a new telecurriculum for the To Educate the People Consortium. Section 1 is an introduction to the process. Section 2 contains the outlines of 18 courses in the telecurriculum based on concept papers submitted by teams from the consortium. Each course is in the format of six 1-hour specials and three half-hour supplements for each special. Courses are Varieties of Man and Society; Individualization and Urbanization; Culture, Community, and Identity; The Ethnic Factor; Work and Society; Institutions and Organizations; Conflict; Domestic and International; Theory and Method in the Social Sciences; Quality of Life; Folk, Classical, and Mass Culture; Play and Leisure; The Lives of Dr. Faustus; Patterns of Rebirth; An American Mosaic; Creators of Change; Values, Technology, and Society; Energy, Technology, and Public Policy; Ecology and Environment; Birth to Death: The Natural Life Cycle; Systems and Analysis; Geology and Astronomy; and The Future of Science. Section 3 contains concept papers. Section 5 lists the existing courses and program titles. Section 7 discusses the evolution of a humanities-based curriculum for working adults. (Sections 4 and 6 are addressed specifically to concept paper authors.) (YLB)

ED 224 927

CE 034 674

Feinstein, Otto

A Humanities-Based Curriculum for Working Adults. The Worker's Sabbatical.

To Educate the People Consortium, Detroit, MI. Pub Date—79

Note—416p; For related documents see ED 146 880, ED 221 101, and CE 034 672-673.

Available from—To Educate the People Consortium, Wayne State University, 5229 Cass Avenue, Room 301, Detroit, MI 8202 (535.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Adult Education, Adult Students, Associate Degrees, Bachelors Degrees, *Blue Collar Occupations, College Programs, *Consortia, Course Descriptions, Curriculum, Educational Cooperation, Higher Education, *Humanities, Natural Sciences, Nontraditional Students, Postsecondary Education, Program Descriptions, *Sabbatical Leaves, School Community Relationship, Social Sciences, *Special Degree Programs, Technology, *Telecourses, White Collar Occupations

This resource used for future development of the To Educate the People concept documents evolution of this concept to date. The first and largest section presents information from 6 years of experience in providing a bachelor's degree program for working adults in regard to curriculum content, pedagogy, delivery systems, finance, and organization. A complete syllabus of all television courses is provided as well as the table of contents of the readers and study guides used by these courses. Courses that were adopted for specific groups of working adults are also described. The current direction of synthesis and evolution of this experience is discussed. Section 2 deals with the Worker's Sabbatical, a 1-year period during which the worker is a full-time student. (The sabbatical concept provides workers with access to education, a new hire for the vacated job, federal and state government financing, and a change in the education-work-retirement life cycle.) Section 3 discusses the To Educate the People Consortium, a coalition of higher education, organized labor, and public television organized to disseminate and adapt the University Studies and Weekend College Experience and coordinate it with other efforts to provide access to higher education for working adults. (YLB)

ED 224 928

CE 034 678

Zornitsky, Jeffrey J. And Others

Designing and Implementing Local Follow-Up Systems. Part I. Minimum Recommended System. CETA: Management Information System Program.

Massachusetts State Dept. of Manpower Development, Boston.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Sep 81

Note—31p; For a related document see CE 034 680.

Pub Type—Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Adults, Employment Potential, *Employment Programs, *Evaluation Methods, Federal Programs, *Followup Studies, Guidelines, Income, Job Skills, Job Training, Models, Participant Characteristics, Program Effectiveness, *Program Evaluation, Questionnaires, Youth Employment

Identifiers—*Comprehensive Employment and Training Act, Prime Sponsors

This guide was developed to help Comprehensive Employment and Training Act (CETA) prime sponsors to meet their responsibility for assessing the effectiveness of their efforts by examining the extent to which CETA participation has enhanced the longer-term income and employability status of former enrollees. As part 1 of a series, this document contains recommendations for a minimum prime sponsor follow-up system, including the following (1) a series of recommendations designed to facilitate the implementation of a minimum follow-up capability; (2) a recommended participant follow-up questionnaire; and (3) a set of sample data tables that can be used to facilitate the production of prime sponsor follow-up reports. Subjects covered in the guidelines offered in the five chapters of this publication include recommended minimum types of data to be collected (such as types and sources of data and types of termines to be included in local follow-up activities); frequency, timing, and number of participant contacts; and operational recommendations for participant surveys (such as contact methods, types and sources of participant contact data, location and contact of former participants, and logistics and staffing for collecting data efficiently). These guidelines are pulled together in an outline of a sample recommended follow-up report. (KC)

ED 224 929

CE 034 680

Zornitsky, Jeffrey J. And Others

Designing and Implementing Local Follow-Up Systems. Part II: Conducting Outcomes Evaluation on the Local Level. CETA: Management Information Systems Program.

Massachusetts State Dept. of Manpower Development, Boston.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Dec 81

Note—235p; For a related document see CE 034 678. Parts of the appendices contain small, light type.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adolescents, Adults, *Employment Programs, *Evaluation Methods, Federal Programs, *Followup Studies, Guidelines, Job Training, Models, Participant Characteristics, Program Evaluation, Questioning Techniques, Questionnaires, Youth Employment

Identifiers—*Comprehensive Employment and Training Act, Prime Sponsors

This guide has been developed to help Comprehensive Employment and Training Act (CETA) prime sponsors to meet their responsibility for assessing the effectiveness of their efforts by examining the extent to which CETA participation has enhanced the longer-term income and employability status of former enrollees. As part 2 of the guide, this document provides a more in-depth treatment of the issues covered in part 1 and contains the following: (1) an overview of the program evaluation in the employment and training system; (2) a discussion of the necessary types and sources of local follow-up data; (3) a discussion of the actual operation of a follow-up system, including the design of survey instruments, the selection of an organizational approach, and the location, contact, and interview of former CETA participants; and (4) a review of issues related to analyzing local follow-up data, including an illustration of alternative analytical approaches. These topics are covered in four chapters. The final part of the report contains technical appendices such as sample survey instruments, wage and tax statements, and a review of sampling procedures. (KC)

ED 224 930

CE 034 685

Kerachsky, Stuart And Others

Shared-Work Compensation: A Research Agenda.

Project Report 81-01.

Mathematica Policy Research, Princeton, N.J. Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—27 Feb 81

Contract—20-34-80-23

Note—68p.

Pub Type—Opinion Papers (120) - Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Career Education, *Demonstration Programs, Employees, Employment, *Employment Practices, *Job Sharing, *Research Design, Research Methodology, *Unemployment, Unemployment Insurance

Shared-work compensation (SWC) can provide a method whereby layoffs and unemployment may be avoided by reducing all workers' time. As compensation, workers receive a comparable percentage of their unemployment insurance benefits. Although Western European countries have used work-sharing programs and Canada has implemented an experimental SWC program, the United States has had limited experience with SWC. Each of the groups—labor, business, and government (taxpayers)—that could in some way be affected by SWC have an interest in and concerns about the program. Their unresolved questions are of two broad types: those relating to administrative and operational considerations and those relating to program impacts on the various interest groups. To learn about SWC in a real-world context, a demonstration should be planned as a comprehensive, voluntary, entitlement program replicated in several sites. A suggested demonstration design is based on a state model. Regulations would be required in three areas—employer eligibility, employee eligibility, and benefit calculation and payments procedures. A minimum of four sites would be chosen to provide variation. Evaluation should include an analysis of the process of implementation and operations and a quantitative participation and impact analysis for the respective groups. (YLB)

ED 224 931

CE 034 686

Information on the U.S. Employment Service's

Programs, Activities, and Functions. Report to

the Chairman, Committee on Education and

Labor, House of Representatives.

General Accounting Office, Washington, D.C.

Report No.—GAO/HRD-82-71

Pub Date—30 Apr 82

Note—40p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five copies free; additional copies—\$3.25 bound, \$1.00 unbound).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Oriented Programs, Employer Attitudes, *Employment Opportunities, Employment Programs, *Employment Services, *Federal Programs, *Information Systems, *Job Applicants, *Job Placement, Job Training, Management Information Systems, Program Effectiveness

Identifiers—Comprehensive Employment and Training Act, *Employment Service, Linkage

An examination of the employment service's operations in Maryland, Michigan, and Florida showed that its functions fall into two broad categories: labor exchange and non-labor exchange. State and local employment service officials and many employers believed the non-labor exchange functions detract from the labor exchange missions. The extent and use of automated systems varied considerably depending on the importance state and local offices place on the data provided. Budget cutbacks resulted in reducing staffing levels and the closing of some offices. Although access to the service was available to anyone, fiscal year 1981 job applicants were often younger and less educated than the general labor force. Jobs listed by the service were most often in nonprofessional and lesser skilled occupations and were frequently of short duration. Many of the 30 employers contacted said they did not place better jobs with the service because they felt qualified applicants do not use it. The 18 employers who used the service generally had a favorable opinion. The service was usually integrated or linked to local Comprehensive Employment and Training

Act programs. (A 30-page appendix provides more detailed information on the same topics.) (YLB)

ED 224 932 CE 034 687

Productivity Sharing Programs: Can They Contribute to Productivity Improvement?

General Accounting Office, Washington, D.C.

Report No.—AFMD-81-22

Pub Date—3 Mar 81

Note—40p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five copies free; additional copies—\$3.25 bound, \$1.00 unbound).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Employee Attitudes, *Employees, Employer Attitudes, *Incentives, Interviews, Motivation, *Motivation Techniques, Participant Satisfaction, *Productivity, *Program Effectiveness

Identifiers—*Productivity Sharing Plans

Productivity sharing plans were studied to determine how they operate, what benefits result, and whether long-term increases in productivity can be realized through the program. Thirty-six firms were interviewed that had productivity sharing plans. Nine firms that had either rejected adoption of a productivity sharing plan or were still considering implementing one were also interviewed. Productivity sharing programs were found to have evolved from individual incentive systems to group incentive systems. Besides profit sharing, the three most commonly cited group-gain sharing plans were Scanlon, Rucker, and Improshare. Information obtained from employees, union representatives, and firm officials provided evidence of monetary benefits and nonmonetary benefits (improved labor-management relations, fewer grievances, less absenteeism, and reduced turnover). The majority of respondents expressed satisfaction with their plans and believed current benefits warranted their continuation. Depending on a company's reason(s) for adopting a productivity sharing plan, certain factors varied, including types and numbers of employees covered, roles of consultants, basis and conditions for bonus payments, and amount of assurance employees receive that payments are equitable. Difficulties encountered with productivity sharing plans were development of a workable bonus formula and resistance by employees and management. (YLB)

ED 224 933 CE 034 688

Stempel, Ellen F.

Working with Business and Industry.

New York State Education Dept., Albany. Div. of Continuing Education.

Pub Date—Jul 82

Note—13p.; Funded under a Federal Community Education Grant.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education, *Adult Programs, Continuing Education, *Cooperative Programs, Educational Resources, Education Work Relationship, Guidelines, Institutional Cooperation, Linking Agents, Postsecondary Education, *Program Development, Program Effectiveness, *School Business Relationship, Vocational Education

This publication contains guidelines for fostering cooperation between the business and professional community and a community adult learning center. It is based on a program in operation at the Great Neck (New York) Adult Learning Center. The guidelines for initiating and conducting the program cover the following processes: selection of the business and industry liaison; initial planning; getting leads; the initial contact; securing commitments and following up; and recording, reporting and evaluating the cooperative program. The program guidelines stress the mutual benefits of such a plan in two ways. For the adult center, job information and development services will attract more students to the center, helping to maintain attendance in classes and increase motivation toward achievement of the educational credentials and skills necessary to get, hold, and advance in a good job. For the business community, access to reliable workers and favorable public relations may increase business volume. A section on resource materials completes the guide. (KC)

ED 224 934

Worthington, Robert M.

Adult and Continuing Education—A National Perspective.

Pub Date—30 Oct 81

Note—14p.; Presented at the Joint National Conference of the Adult Education Association of the USA and the National Association for Public Continuing and Adult Education (Anaheim, CA, October 30, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Competency Based Education, Continuing Education, *Economic Development, *Educational Change, Educational Cooperation, *Educational Planning, Federal Aid, Federal Government, Government Role, Individual Development, Labor Force Development, Lifelong Learning, Local Government, *Productivity, School Business Relationship, School District Autonomy, *School Role, State Government

Identifiers—Adult Performance Level

Since 1971 dramatic changes have occurred in the field of adult education, especially in competency-based adult education and life skills/adult performance level curricula. In the 1980's, adult education will have reduced federal aid. Other changes may include a return of operational authority to the states and localities, a redefinition of the federal role as one of support, and a need for increased private sector involvement in education. While the child population is declining, older Americans are looking to adult education to solve problems caused by technological advancements and social and economic changes. Education must change to provide for lifelong learning and to rediscover the human aspect of productivity by preparing individuals to accept a new level of responsibility for their own development, for advancement of their communities, and for development of the economy. A proposed three-part strategy to accomplish these goals includes (1) preparing citizens who understand the changing context of the 1980's; (2) making changes in educational institutions that are necessary to support the citizenry in tasks of personal, family, community, and economic development; and (3) improving the basis for the cooperation of institutions at local and regional levels. (YLB)

ED 224 935 CE 034 691

Worthington, Robert M.

Industrial Arts Education: Issues and Directions in the 1980s.

Pub Date—25 Mar 82

Note—23p.; Presented at the American Industrial Arts Association Convention (Hartford, CT, March 25, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Development, Career Education, *Educational Planning, Educational Quality, *Futures (of Society), *Industrial Arts, Industrial Education, Secondary Education, Teacher Effectiveness, Teacher Shortage, *Vocational Education

Industrial arts education is a comprehensive education program concerned with technology; industry; students understanding of themselves, their talents, and their abilities; development of job skills; and familiarization of students with occupational clusters. As such, it is closely interrelated with vocational education and career education. A current issue in industrial arts education is the conflict of philosophy versus practice. Contemplation of technology rather than craftsmanship (handling of implements and materials of technology) is mistakenly seen as the means to achieve better quality of work. Another current issue in industrial arts is the role of career education. Career guidance is not "beneath" the purposes of industrial arts education; those in the field should guide students in making wise career choices. Emphases for the future of industrial arts education are further individualizing and improving the quality of instruction, overcoming the problems of the teacher shortage and of poor teacher quality, and solving the problem of inadequate financial resources. (YLB)

ED 224 936

Worthington, Robert M.

A New Direction for Vocational Education in the 1980s.

Pub Date—21 Sep 81

Note—26p.; Presented at the Fall Leadership Development Conference for State Directors of Vocational Education (Snowbird, UT, September 21, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Agency Role, *Economic Development, Educational Change, Educational Legislation, *Educational Planning, Federal Government, *Federal Legislation, Futures (of Society), *Government Role, Long Range Planning, Postsecondary Education, School District Autonomy, School Districts, Secondary Education, State Agencies, State Government, State Officials, Vocational Directors, *Vocational Education

Identifiers—*Reauthorization Legislation, *Vocational Education Act 1963, Vocational Education Amendments 1976

There is a strong connection between the vitality of the nation's economy and the vitality of vocational education. The future of vocational education for the next 10 years lies in performing a key support role in economic development and in attacking national problems or preventing them from occurring. Reauthorization of the Vocational Education Act should emphasize a return of operational authority of educational services to the states and localities and redefine the federal role as one of support and facilitation. Two basic thrusts are maintained in drafts of the reauthorization—provision for enhancements of state and local vocational education and a new vehicle whereby vocational education can make a major contribution to a program of national economic revitalization and a program to reduce workforce shortages. Changes to be made in the Office of Vocational and Adult Education include deregulation (deletion or modification of regulations) of the 1976 Vocational Education Amendments and moving away from a compliance role to one of facilitation (provision of programmatic support services, national coordination, and support in developing information systems). Three key areas to which state directors should devote their efforts in the immediate future are program quality and technical scope, retraining adults, and closer collaboration with business, industry, and labor. (YLB)

ED 224 937 CE 034 694

Worthington, Robert M.

Vocational and Liberal Education. Maintaining the Balance in Higher Education.

Pub Date—24 Apr 80

Note—13p.; Presented at Utah Education Seminar (Salt Lake City, UT, April, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Education, Career Education, Career Planning, Experiential Learning, *Higher Education, *Liberal Arts, *Relevance (Education), *Vocational Education

Higher education must find an appropriate mix between liberal and vocational education to assure that every individual, upon leaving postsecondary institutions, will understand society and how it functions and will be able to earn a living. Dewey's thoughts on integrating the two are still relevant today for dispelling the false notion of dichotomy. The clientele of higher education has altered considerably to include children of blue collar workers who wish to acquire skills and specific information with the appropriate credentials to acquire a particular job. Instead of passing on the high culture, liberal arts should foster a closer alignment of its information, theories, and values with career preparation. Powerful advocates have in the last 15 to 20 years made the American public aware of the need for universal availability of vocational education that relates closely to the world of work through emphasis on application of theory and experiential learning. Dewey's idea that the question of how to interrelate technical and liberal studies was ultimately related to the question of what the quality of life would be in a technological civilization that has come into its own. The postindustrial society of the 1980's demands a balance of liberal and vocational education in higher education. (YLB)

ED 224 938

CE 034 699

Parrish, Linda H. And Others

Vocational Education for the Handicapped: Perspectives on Effective Interagency/Interdepartmental Coordination. Personnel Development Series: Document 5.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82

Grant—G007900952

Note—79p; For related documents see ED 211

720, CE 034 700, and CE 034 726-730.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Vocational Education, *Agency Cooperation, *Coordination, Departments, Disabilities, Educational Cooperation, Faculty Development, Inservice Teacher Education, Management Development, Postsecondary Education, Preservice Teacher Education, Secondary Education, Special Education Teachers, *Staff Development, Teacher Education, *Vocational Education, Vocational Education Teachers, *Vocational Rehabilitation

This document is a monograph in a personnel development series addressing issues that are pertinent for policy-making personnel concerned with interagency/interdepartmental coordination and personnel preparation to benefit handicapped students. Section 1 discusses the coordination process between special education, vocational education, and vocational rehabilitation. Section 2 focuses on the importance of personnel development of administrators and teachers to interagency/interdepartmental coordination. In section 3 a series of personnel development methods to prepare personnel to implement cooperative agreements is described, including conferences, inservice workshops, school-based activities, community-based activities, preservice methods, and graduate programs. Section 4 offers recommendations for personnel development for interagency/interdepartmental cooperation at local, state, federal, and preservice levels. Appendixes include materials for personnel development activities. (YLB)

ED 224 939

CE 034 700

Hasazi, Susan E. And Others

Vocational Education for the Handicapped: Perspectives on Inservice Personnel Development. Personnel Development Series: Document 6.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82

Grant—G007900952

Note—85p; For related documents see ED 211

720, CE 034 699, and CE 034 726-730.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Vocational Education, Change Agents, Disabilities, Higher Education, Inservice Education, *Inservice Teacher Education, Postsecondary Education, Program Design, *Program Development, *Program Evaluation, *Program Implementation, Secondary Education, Special Education, *Special Education Teachers, Staff Development, Vocational Education, Vocational Education Teachers

This document is a monograph in a personnel development series addressing issues that are pertinent for policy-making personnel concerned with inservice personnel development of vocational/special educators. Chapter 1 addresses the state of the art in inservice education and includes a definition and information on legislative provisions, the problem of attitude, content of inservice education programs, target populations, and alternative modes of delivery. Chapter 2 on planning inservice models discusses the awareness, readiness, commitment, planning, implementation, and maintenance phases. A rationale and suggested activities are provided for each phase. A description of the specific steps to be followed in using a comprehensive planning model is listed. Chapter 3 addresses procedural concerns encountered during the implementation stage. Site selection, format, content scheduling, resource se-

lection, and followup are discussed relative to short- and long-term inservice training approaches. Specific strategies and tenets of change agent theory to be considered in inservice education are presented. Chapter 4 offers a set of recommendations and evaluation questions that can be used to guide an evaluation of an inservice model. Specific suggestions for data collection are included for each evaluation question. (YLB)

ED 224 940

CE 034 701

Greenan, James P. Larkin, Dave

Vocational/Special Education Certification: An Analysis of State Policies and Practices. Policy Research and Resource Series: Document 10.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82

Grant—G007900952

Note—35p; For related documents see ED 194

743-745, ED 201 745, ED 208 225-227, and ED

216 164.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Disabilities, Educational Research, *Eligibility, National Surveys, Policy, Postsecondary Education, Required Courses, Secondary Education, Special Education, *Special Education Teachers, State Licensing Boards, *State Standards, *Teacher Certification, Vocational Education, *Vocational Education Teachers, Work Experience

A study determined the existing vocational/special education certification policies and practices in the 50 states, the District of Columbia, and trust territories. A survey instrument collected data from the 55 state vocational special-needs consultants. The response rate was 85 percent (47 persons). Conclusions were that most states do not issue vocational/special education certification for vocational and special education personnel; coursework and occupational work experience are primary requirements for certification; undergraduate and graduate coursework is used to satisfy requirements for extended certification; most states offer K-12 special education certification; postsecondary or adult special education certification is almost non-existent; very few states waive the occupational work experience requirement for vocational education certification; a limited number of states require vocational educators to complete special education courses for vocational certification; competency-based teacher certification is having an impact on certification policies and practices; materials are needed by state leadership and planning personnel to aid in developing vocational/special education policies and practices; and, a need exists for state, regional, and national level conferences to assist state personnel in developing, implementing, and evaluating vocational/special education policies and practices. (The instrument is appended.) (YLB)

ED 224 941

CE 034 706

Gentner, Donald R.

The Development of Typewriting Skill.

California Univ., La Jolla. Center for Human Information Processing.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—CHIP-114; ONR-8207

Pub Date—Sep 82

Contract—N00014-79-0323; NR-667-437

Note—37p.

Available from—Center for Human Information Processing, C-009, University of California-San Diego, La Jolla, CA 92093.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Office Occupations Education, *Performance, Performance Factors, *Psychomotor Skills, *Skill Development, *Typewriting

The development and performance of typewriting were studied by collecting data from 18 typists. They ranged from beginning students in a typing class (about one keystroke per second) to expert professional typists (about 10 keystrokes per second). All typists became faster with practice, but the rate and amount of improvement varied for different classes of keystroke sequences. The pattern of keystroke times displayed qualitative changes with the development of typewriting skills. The correla-

tion between successive interstroke intervals of some letter sequences became more negative for the more expert typists. In addition, the relative variability of the interstroke intervals decreased with learning. These experimental findings were interpreted as being due to two general development changes: the finger movements become less sequential and more overlapping with practice and performance shifts from being limited by cognitive constraints in students to being limited by motoric and physical constraints in experts. (YLB)

ED 224 942

CE 034 708

Hailstone, D. L. Grosvenor, J. S.

Evaluation of the 1981 Vocational Preparation Programme.

National TAFE Clearinghouse, Adelaide (Australia).

Report No.—TAFE-SA-5-3

Pub Date—Aug 82

Note—137p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Admission Criteria, Adolescents, Adult Vocational Education, Case Studies, Education Work Relationship, *Employment Potential, *Females, *Foreign Countries, Job Training, *Out of School Youth, Program Administration, Program Evaluation, Questionnaires, Student Recruitment, *Unemployment, *Vocational Education, Young Adults, Youth Programs

Identifiers—Australia (South Australia)
An evaluation project investigated the Vocational Preparation Programme conducted in 1981 by the South Australian Department of Technical and Further Education (TAFE). The vocational preparation program was designed to increase the employability of young unemployed people aged 15 to 19 by providing them with an understanding of a family of related occupations in a specific industry and basic skills relevant to a range of occupations in that industry. Data were obtained from interviews with students, lecturers and college staff, head office staff, and employers; course records and employer reports; and student questionnaires. Case studies were made of dental studies, basic farm skills, and fiberglass boat building courses. Program-level administration rested with the Transition Education Unit; curriculum design and implementation were a college-level responsibility. Typically, students were referred to colleges by the Commonwealth Employment Service and then were selected by college staff. The system was workable although some differences in priorities were evident. The predominance of females in the courses was consistent with a program emphasis on unemployed young women. Nearly 50 percent of former students were employed. Personal development was cited as a benefit by 80 percent of surveyed students. (Appendixes include instruments and a summary of evaluation findings.) (YLB)

ED 224 943

CE 034 709

The Role of Women in the Fire Service.

Federal Emergency Management Agency, Washington, D.C.

Report No.—FA-19

Pub Date—Aug 80

Note—42p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Employed Women, *Employment Level, Employment Opportunities, *Equal Opportunities (Jobs), *Females, *Fire Fighters, Fire Science Education, *Nontraditional Occupations, Occupational Mobility, Postsecondary Education, Resource Materials, Seminars, Sex Role, Sex Stereotypes

This publication provides information on issues surrounding the entry of women into the fire service. Chapter 1 focuses on the "Women in the Fire Service" seminar held on August 1979. It covers issues and recommendations for programs designed to facilitate the effective use of women. Other sections contain seminar participant opinions on the issue of dual career ladders (civilians in the fire service) and comments from presentations on sex-role stereotyping and the androgynous manager. Chapter 2 highlights initiatives used by fire departments contending with issues of women's entry into the fire service, including standards, recruitment, training, and equal employment opportunities. Chapter 3 on career paths reviews the changing roles of women in the workforce and in the fire service and

provides information on the status of women in various fire-service careers. Some perspectives on non-traditional employment success for women are offered. Chapter 4 contains profiles providing insight on the personal experiences of fire-service representatives closely involved with women's issues either through their own entry or assistance to others. Chapter 5 is a source of referrals regarding legal protections, support, nontraditional employment training programs, physical fitness assessment programs, and apprenticeship programs. Information is provided on the federal role in equal employment opportunity. Resource materials are also listed. (YLB)

ED 224 944 CE 034 712

Bova, Breda Murphy Phillips, Rebecca R.
The Mentoring Relationship as an Educational Experience.

Pub Date—[Nov 82]

Note—28p.; Paper presented at the National Conference of the Adult Education Association of the USA (San Antonio, TX, November 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Career Development, Graduate Students, Interpersonal Relationship, *Job Skills, *Mentors, Professional Associations, *Professional Development, *Skill Development, Surveys

A study conducted at the University of New Mexico determined what proteges learned from their mentors and how they learned it. The subjects, 247 men and women in professional associations and graduate programs, completed a questionnaire. Survey findings suggested that proteges learned four categories of skills from their mentors: risk-taking behaviors, communication skills, political skills of the organization, and specific skills related to their professions. These skills were learned in different ways (role model, listening, substituting for mentor at meetings, supervised tasks or activities, role practice, experience) and under many different circumstances. (Appendixes, amounting to approximately one-half of the document, include the survey instrument and an annotated bibliography.) (YLB)

ED 224 945 CE 034 718

Kuhn, Deborah Pressman, Harvey
Working Together. Multi Purpose Programs for Troubled Youth.

Benchmarks, Inc., Washington, DC.

Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.

Pub Date—80

Note—53p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, *Ancillary School Services, *Basic Skills, Career Development, Career Education, Community Cooperation, Community Support, Counseling Services, Cultural Enrichment, *Disadvantaged Youth, Educational Diagnosis, Employment Programs, Federal Aid, Federal Programs, Financial Support, *High Risk Students, Job Development, Job Placement, *Job Training, Learning Disabilities, Linking Agents, Needs Assessment, Out of School Youth, Program Development, Recreation, Remedial Instruction, Secondary Education, Social Services, Student Participation, Youth Employment, *Youth Programs

This paper provides program planners with some innovative ideas that have been used in all phases of various multi-service programs for high-risk youth. Chapter 2 focuses on strategies for assessing participant needs. Diagnosis, learning disabilities and remediation, and staff training are discussed. Chapter 3 considers elimination of service gaps through such support services as transportation, child care, medical examinations, emergency loans, housing, food stamps, legal aid, and family life and parent-hood education. The next five chapters discuss approaches to these services offered by youth program: job development and training, basic skill development, counseling, recreation and cultural enrichment, and youth involvement and self-advocacy. In chapter 9 ideas are included for developing links and connections with other community services, agencies, and resources to prevent fragmentation of service delivery to youth at risk. Chapter 10 describes some multiple funding possibilities, problems faced and overcome, and program results. A bibliography lists contacts and addresses of pro-

jects mentioned in the text, organizations and agencies that help connect programs with resources, and publications of practical value to practitioners. (YLB)

ED 224 946 CE 034 721

Organize an Occupational Advisory Committee. Second Edition. Module A-4 of Category A—Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-098-5

Pub Date—82

Note—39p.; For related documents, see ED 220 674, ED 222 751, CE 034 458-459, and CE 034 722-725.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (write for price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advisory Committees, *Competency Based Teacher Education, Guidelines, Learning Modules, *Professional Continuing Education, Program Development, *Program Implementation, Records (Forms), *School Community Relationship, Teacher Role, *Vocational Education, Vocational Education Teachers

One of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, this learning module deals with organizing an occupational advisory committee. It consists of an introduction and three learning experiences. Covered in the first learning experience are organizing an occupational advisory committee, types of committees and councils, committee functions, steps in organizing a committee, committee statements of purpose and statements of organizational procedures, notification of appointments, and news media releases. The second learning experience calls for students to assess several case situations involving typical vocational and technical program settings and to determine how to organize or reorganize an occupational advisory committee. In order to complete the final learning experience, students must organize an occupational advisory committee in an actual teaching situation. Each learning experience contains an enabling objective, an overview, one or more learning activities, one or more sample documents, and a feedback instrument (either a self-check or a teacher performance assessment form). (MN)

ED 224 947 CE 034 722

Conduct Group Discussions, Panel Discussions, and Symposiums. Second Edition. Module C-2 of Category C—Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-102-7

Pub Date—82

Note—47p.; For related documents, see ED 220 674, ED 222 751, CE 034 458-459, and CE 034 721-725.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (write for price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Classroom Techniques, *Competency Based Teacher Education, *Conferences, *Discussion (Teaching Technique), *Group Discussion, Guidelines, Learning Modules, Planning, Professional Continuing Education, Teaching Skills, *Vocational Education, Vocational Education Teachers

One of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, this learning module deals with conducting group discussions, panel discussions, and symposia. It consists of an introduction and five learning experiences. Covered in the first module are techniques and procedures for conducting all three types of discussions. The second, third, and fourth learning experiences involve making a critique of the performance of hypothetical teachers in three case studies

describing a group discussion, a panel discussion, and a symposium. In order to complete the final learning experience, students must conduct a group discussion, a panel discussion, and a symposium in an actual teaching situation. Each learning experience contains an enabling objective, an overview, one or more learning activities, and a feedback instrument (either a self-check or a teacher performance assessment form). (MN)

ED 224 948 CE 034 723

Employ Simulation Techniques. Second Edition. Module C-5 of Category C—Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-099-3

Pub Date—82

Note—63p.; For related documents, see ED 220 674, ED 222 751, CE 034 458-459, and CE 034 721-725.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (write for price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Classroom Techniques, *Competency Based Education, *Games, Learning Modules, Professional Continuing Education, *Role Playing, *Simulation, Teaching Skills, *Vocational Education, Vocational Education Teachers

Identifiers—*In Basket Simulation

One of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, this learning module deals with employing simulation techniques. It consists of an introduction and four learning experiences. Covered in the first learning experience are various types of simulation techniques, including the in-basket technique, gaming, and role playing. The second and third learning experiences involve using and criticizing the simulation techniques in simulated classroom situations. In order to complete the final learning experience, the students must employ simulation techniques in an actual teaching situation. Each learning experience contains an enabling objective, an overview, one or more learning activities, and a feedback instrument (either a self-check or a teacher performance assessment form). (MN)

ED 224 949 CE 034 724

Assist Students in Developing Self-Discipline. Second Edition. Module E-7 of Category E—Instructional Management. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-914452-76-2

Pub Date—83

Note—43p.; For related documents, see ED 220 674, ED 222 751, CE 034 458-459, and CE 034 721-725.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (write for price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Standards, Case Studies, *Classroom Techniques, *Competency Based Teacher Education, *Discipline, Discipline Problems, Learning Modules, Professional Continuing Education, *Self Control, *Student Behavior, Teaching Skills, *Vocational Education, Vocational Education Teachers

One of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, this learning module deals with assisting students in developing self-discipline. It consists of an introduction and four learning experiences. The first learning experience covers the concepts of and important considerations involved in classroom discipline. Examined next are acceptable standards of behavior for the vocational classroom and laboratory. The third learning experience involves making a critique of 11 case studies of the ways in which hypothetical teachers handle classroom discipline problems. In

order to complete the final learning experience, the vocational teacher must help students to develop self-discipline in an actual teaching situation. Each learning experience contains an enabling objective, an overview, one or more learning activities, and a feedback instrument (either a self-check or a teacher performance assessment form). (MN)

ED 224 950 CE 034 725

Use Instructional Techniques to Meet the Needs of Exceptional Students. Module L-7 of Category L-Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-100-0

Pub Date—82

Note—42p.; For related documents, see ED 220 674, ED 222 751, CE 034 458-459, and CE 034 721-724.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (write for price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acceleration (Education), Case Studies, *Classroom Techniques, *Competency Based Teacher Education, *Disabilities, *Individual Needs, Learning Modules, Professional Continuing Education, Remedial Instruction, *Special Education, Student Needs, Teaching Skills, *Vocational Education, Vocational Education Teachers

Identifiers—*Special Needs Students

One of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, this learning module deals with using instructional techniques to meet the needs of exceptional students. It consists of an introduction and three learning experiences. Addressed in the first learning experience are the basic principles governing the provision of instruction to students with exceptional needs. The second learning experience involves the identification of instructional techniques and activities appropriate for the exceptional needs students as they are described in given case studies. Special attention is paid to three techniques—remediation, accommodation, and acceleration. In order to complete the final learning experience, students must use these instructional techniques to meet the needs of exceptional students in an actual teaching situation. Each learning experience contains an enabling objective, an overview, one or more learning activities, and a feedback instrument (either a self-check or a teacher performance assessment form). (MN)

ED 224 951 CE 034 726

Mori, A. And Others

Vocational Education for the Handicapped: Perspectives on Special Populations/Severely and Moderately Handicapped. Personnel Development Series: Document 2.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82

Grant—G007900952

Note—113p.; For related documents see CE 211 720, CE 034 699-700, and CE 034 727-730.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Vocational Education, Demonstration Programs, Faculty Development, Guidelines, Higher Education, *Inservice Teacher Education, Personnel Needs, Postsecondary Education, Practicum, *Preservice Teacher Education, Program Descriptions, Secondary Education, *Severe Disabilities, Special Education Teachers, *Vocational Education, *Vocational Education Teachers

This document is a monograph in a personnel development series addressing issues that are pertinent for policy-making personnel concerned with personnel preparation for moderately and severely handicapped populations in the area of vocational preparation. The discussion is divided into three major sections. Section 1 addresses the state of the

art in personnel development and includes definitions of terms; information on personnel training programs; personnel certification; research in personnel preparation; current problems, issues, and trends in personnel preparation; and personnel needs. Section 2 provides a series of suggested program guidelines for personnel development with program details for planning and operating preservice and inservice programs. In section 3 five programs are described that have been identified as exemplary in preparing personnel to serve the severely handicapped. Appendixes include performance procedure and professional behavior standards checklists and an annotated listing of suggested readings. (YLB)

ED 224 952 CE 034 727

Beason, Elaine

Vocational Education for the Handicapped: Perspectives on Certification. Personnel Development Series: Document 3.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82

Grant—G007900952

Note—32p.; For related documents see ED 211 720, CE 034 699-700, and CE 034 726-730.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, Faculty Development, Graduate Study, Higher Education, Inservice Teacher Education, Secondary Education, *Special Education Teachers, *Teacher Certification, *Teacher Education, Teaching Skills, *Vocational Education, *Vocational Education Teachers

This document is a monograph in a personnel development series addressing issues that are pertinent for policy-making personnel concerned with teacher certification and personnel preparation of those who service handicapped students on the secondary level. The discussion is divided into three major sections. Section 1 focuses on trends in teacher certification and personnel preparation. Section 2 offers guidelines for creating changes in teacher certification and personnel training. Three avenues through which changes could be facilitated are discussed: interagency collaboration, professional organization involvement, and individual professional attitude change. Section 3 describes two personnel preparation models that are examples of certification emphasizing vocational education and special education. (YLB)

ED 224 953 CE 034 728

Albright, Leonard Markel, Geraldine

Vocational Education for the Handicapped: Perspectives on Program Evaluation. Personnel Development Series: Document 4.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82

Grant—G007900952

Note—35p.; For related documents, see ED 211 720, CE 034 699-700, and CE 034 726-730.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Case Studies, *Disabilities, Evaluation Methods, Faculty Development, Graduate Surveys, Higher Education, Inservice Teacher Education, Planning, Postsecondary Education, Preservice Teacher Education, Program Development, *Program Evaluation, Program Implementation, Secondary Education, Special Education, *Special Education Teachers, *Teacher Education, Vocational Education, *Vocational Education Teachers

This document is a monograph in a personnel development series addressing issues that are pertinent for policy-making personnel concerned with program evaluation and personnel preparation. The major intent of the monograph is to present a variety of evaluation practices and procedures used in the evolution of a vocational/special education personnel preparation program. As a means of illustrating and discussing the major evaluation points in a program, a three-phase view of program evaluation is

delineated. Section 1 considers planning evaluation (determining program goals and selecting the program strategy). Section 2 describes process evaluation focusing on the implementation aspects of a program. Three case examples describe evaluation activities conducted for a short-term workshop, a course, and an inservice project. Section 3 examines impact evaluation that looks at the outcomes and effects of a program on its graduates and their respective work environments. Two case examples of impact evaluation designs in vocational/special education personnel preparation projects are highlighted. A final section suggests procedures and guidelines to increase use of evaluation findings. (YLB)

ED 224 954 CE 034 729

Ianacone, Robert N. And Others

Vocational Education for the Handicapped: Perspectives on Vocational Assessment. Personnel Development Series: Document 7.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82

Grant—G007900952

Note—87p.; For related documents see ED 211 720, CE 034 699-700, and CE 034 726-730.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Demonstration Programs, *Disabilities, Educational Needs, Experiential Learning, Faculty Development, Federal Legislation, Guidelines, Higher Education, Inservice Education, Inservice Teacher Education, Postsecondary Education, Secondary Education, *Special Education Teachers, *Staff Development, *Vocational Education

This document is a monograph in a personnel development series addressing issues that are pertinent for policy-making personnel concerned with vocational assessment by teachers and administrators of vocational and special education. Section 1 addresses the state of the art in personnel preparation and vocational assessment and includes five articles focusing on the literature. These articles relate to personnel preparation and vocational assessment through special education, legislative policies affecting vocational assessment, trends in vocational/special education assessment, issues and concerns of school-based vocational assessment, and facilitation of the assessment process. Section 2 suggests guidelines for personnel development. It considers the changing roles and personnel training needs in vocational/special education assessment and competency areas necessary to conduct career/vocational assessment and evaluation activities. Section 3 suggests three areas of strategies for personnel development that need to be integrated into a conceptual training framework to ensure success in vocational/special education assessment training: classroom-based considerations, field-based considerations, and alternative sites for vocational assessment experiences. Section 4 delineates two exemplary models for the delivery of vocational assessment services. Appendixes include vocational assessment materials. (YLB)

ED 224 955 CE 034 730

Sittington, Patricia L. And Others

Vocational Education for the Handicapped: Perspectives on Preservice Personnel Preparation. Personnel Development Series: Document 8.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—May 82

Grant—G007900952

Note—75p.; For related documents see ED 211 720, CE 034 699-700, and CE 034 726-729.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, Disabilities, Higher Education, Postsecondary Education, *Preservice Teacher Education, Program Design, *Program Development, *Program Evaluation, *Program Implementation, Secondary Education, Special Education, *Special Edu-

cation Teachers, Staff Development, Vocational Education, *Vocational Education Teachers

This document is a monograph in a personnel development series addressing issues that are pertinent for policy-making personnel concerned with preservice personnel preparation of vocational/special educators. Section 1 presents a review of the selected literature related to the development of personnel preparation programs and the results of a survey of existing preservice programs to prepare personnel in the area of vocational programming for special needs learners. (The survey determined design and implementation procedures of these programs.) Section 2 presents a three-stage systems approach to program development and suggests activities for implementing each stage related to the area of vocational programming for special needs learners. These three stages are outlined: program planning, program implementation, and program evaluation. Appendixes contain the interview form used in the program survey and the names and addresses of the directors of personnel preparation projects funded by the Office of Special Education in the area of career/vocational programming. (YLB)

ED 224 956

CE 034 732

Scott, Paige Birdsall

Improved Career Decision Making through the Use of Labor Market Information. 2nd Edition.

North Texas State Univ., Denton.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—82

Note—302p.; Developed by the National Labor Market Information Training Institute. For a related document, see ED 189 323.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Career Choice, *Counselor Training, Decision Making, Definitions, Employment Patterns, Information Sources, *Information Utilization, Inservice Teacher Education, *Labor Market, Labor Needs, *Occupational Information, Postsecondary Education, Secondary Education

These training materials consist of a pretest, eight instructional units, and a posttest designed for a workshop to train counselors in using labor market information to help students improve their career decisions. Covered in the instructional units are the following topics: career decision making and the role of labor market information, exploring concepts of the labor market, what labor market information is and where to get it, national occupational and labor market information for counseling, defining limits for labor market information, labor market perspectives from business and labor, and an improved career decision-making counselor action plan. The units follow a competency-based format and contain some or all of the following: an introduction, text, case studies, discussion questions, worksheets, and wrap-up activities. Also included are a glossary and a list of references. (MN)

ED 224 957

CE 034 735

Julian, Augusta A.

Utilizing Telecommunications for Non-Traditional Instruction in the North Carolina Community College System. Project Final Report.

Durham Technical Inst., N.C.; North Carolina Consortium for Instructional Telecommunications, Durham.

Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh. Occupational Education Research Services.

Pub Date—Jul 82

Note—148p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Adult Students, Broadcast Television, Cable Television, *Community Colleges, Consortia, Consultation Programs, *Coordination, Educational Cooperation, Educational Radio, Educational Research, Educational Television, Information Services, *Institutional Cooperation, Postsecondary Education, Program Administration, Program Effectiveness, Program Evaluation, Regional Cooperation, Student Attitudes, Student Characteristics, Surveys, Teaching Methods, Technical Institutes, *Telecommunications, *Telecourses, Two Year Colleges

Identifiers—*Distance Education, *North Carolina Community College System

A project provided information to North Carolina

community college users on telecommunication instruction and assisted officials at those community colleges, technical colleges, and technical institutes that were interested in offering broadcast television, cable television, or radio courses. A research survey of telecourse students examined student characteristics and attitudes as well as the effectiveness of telecourse components and strategies. In coordination activities, project staff organized the regional structure that helped promote cooperation and coordination among participating institutions and agencies. A regional consortium structure was proposed and adopted. In addition to memos and newsletters, the project provided to participating colleges consulting and information services on the use of technology, particularly in the areas of telecourse administration and operation. Conclusions reached were that broadcast telecourses attracted adult students who were similar demographically to those in on-campus courses; that the reasons for telecourse enrollment were convenience of time and place, interest in course content, and educational credit; and that the instructional quality of telecourse materials was satisfactory. (Appendixes, amounting to approximately two-thirds of the document, include instruments and results, sample project materials, and operational guides from institutions offering telecourses.) (YLB)

ED 224 958

CE 034 744

Coughlin, David C. Bielen, Rhonda P.

Benchmarking. Issues in the Design and Implementation of a Benchmarking System for Employment and Training Programs for Young People.

Nellum (A.L.) and Associates, Braintree, MA.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—Nov 81

Note—81p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, Demonstration Programs, *Evaluation Criteria, *Evaluation Methods, *Followup Studies, Guidelines, Models, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Secondary Education, Vocational Education, *Youth Employment
Identifiers—Benchmarking, Comprehensive Employment and Training Act, Consolidated Youth Employment Program, Youth Knowledge Development Project

This paper has been prepared to assist the United States Department of Labor to explore new approaches to evaluating and measuring the performance of employment and training activities for youth. As one of several tools for evaluating success of local youth training programs, "benchmarking" provides a system for measuring the development of those trained with Comprehensive Employment and Training Act (CETA) funds. The paper consists of five sections. Section 1 contains definitions and a discussion of the terms and concepts involved in any consideration of benchmarking. Section 2 provides a historical overview of the development of competency measures in the secondary education and vocational education systems, along with the Consolidated Youth Employment Program (CYEP) experience with benchmarking. In section 3, a number of issues that should be considered before a benchmarking system is designed are discussed, and the importance of developing benchmarks in conjunction with local employers is emphasized. Section 4 focuses on the problems that could be encountered in implementing a benchmarking system. The final section contains a brief listing of the qualities one would expect to find in an exemplary benchmarking system. (A large portion of the research on which this paper is based was generated as part of the "knowledge development" program of the recent youth experimental and demonstration efforts.) (KC)

ED 224 959

CE 034 750

Blakemore, Thomas F. Coker, Charles C.

The Use of Learning Curves in the Prediction of Vocational Potential: Prediction Error and Accuracy Enhancement Techniques. Research Report.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—Jun 82

Note—48p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Diagnostic Tests, *Disabilities, *Evaluation Methods, *Predictive Measurement, *Predictive Validity, Predictor Variables, Situational Tests, Test Validity, Vocational Aptitude, Vocational Education, *Vocational Evaluation, Vocational Rehabilitation, *Work Sample Tests

A study was conducted (1) to obtain an estimate of the amount of error in prediction that occurs when static measures are used to interpret work-sample performance; (2) to identify a number of dynamic performance measures that reflect learning that might occur on the task; and (3) to compare the predictive accuracy of those measures to that of static measures. The participants in the study were 10 male and 10 female handicapped vocational evaluation clients. The clients practiced on a work sample involving a relatively simple psychomotor task for 5 consecutive work days (50 trials/day). The data collected showed that the participants improved an average of 31 percent in performance speed over the 5 days, with 11 exceeding the industrial standard by day 5. The accuracy of eight methods of predicting day 5 performance was investigated; all of the dynamic prediction methods proved superior to the traditional static work-sample measure. It was concluded that the use of day 1 total response-time scores seriously underestimates the level of performance that a handicapped individual can potentially achieve on a task following practice, while analyzing the performance data with dynamic performance measures can result in significantly more accurate estimates of the level of performance that someone can achieve. It was suggested that microcomputers be used in data collection and analysis of dynamic performance measures. (KC)

ED 224 960

CE 034 751

Sorensen, Philip H. Pennell, Roger

Technical Training: Development of Instructional Treatment Alternatives. Final Report.

SRI International, Menlo Park, Calif.

Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-82-32

Pub Date—Nov 82

Contract—MDA903-79-C-0393

Note—160p.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adults, *Computer Managed Instruction, Criterion Referenced Tests, *Evaluation Methods, Independent Study, *Learning Modalities, Military Training, Models, *Predictive Measurement, Predictive Validity, *Programmed Instructional Materials, *Teaching Methods, Test Items, Test Validity
Identifiers—Air Force

This report was written to provide guidance in the development and evaluation of alternative instructional approaches that hold promise of improving instructional effectiveness. The main focus of the report is on how to identify and test interactive relationships between individual differences among learners and instructional conditions or treatments. The report directs considerable attention to problems of measurement that are basic to diagnosis and evaluation. The report rests on the conviction that no acceptable substitute for careful empirical experimentation exists; an approach must be tried, often several times, before evidence sufficient for credible evaluation is available. Underlying this conviction is commitment to principles of measurement. Detecting and quantifying the effects of instruction require dependable measurement. Thus, a portion of this report concerns (1) the development of measures of learner aptitudes (e.g., the learner's repertoire of knowledge, skills, and abilities) as a basis for assignment to instructional treatment and (2) learner achievement as a function of instructional treatment. Particular emphasis is given to the importance of homogeneity among items that comprise a test of achievement because a reliable test cannot be composed of nonhomogeneous items. Also emphasized is that an unreliable test cannot be useful for either diagnosis or evaluation. (Author/KC)

ED 224 961 **CE 034 752**

Hearings on Reauthorization of the Vocational Education Act of 1963, Part 17: Postsecondary Vocational Issues. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 66. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—22 Jul 82

Note—100p.; Not available in paper copy because of small type. For related documents, see CE 034 753-755 and ED 223 890.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Legislation, Federal Aid, *Federal Legislation, Grants, Hearings, *Postsecondary Education, State Agencies, *Vocational Education

Identifiers—Congress 97th, *Reauthorization Legislation, *Vocational Education Act 1963, Vocational Education Amendments 1976

The discussion in this hearing, centering on extension of the appropriations under the Vocational Education Act of 1963, focuses on issues related to postsecondary vocational education. Testimony includes statements and prepared statements, letters, and supplemental materials from nine individuals representing Illinois Eastern Community College; the Division of Vocational Education, Florida State Department of Education; Eastern Kentucky University; the American Association of Community and Junior Colleges; the American Association of State Colleges and Universities; Congressional Research Service, The Library of Congress; SER Jobs for Progress, Inc.; Office of Legislation, United States Department of Education; and the United States Department of Education, Office of the Assistant Secretary for Vocational and Adult Education. (YLB)

ED 224 962 **CE 034 753**

Hearings on Reauthorization of the Vocational Education Act of 1963, Part 18: Occupational Information. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 66.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—3 Aug 82

Note—74p.; Not available in paper copy because of small type. For related documents, see CE 034 752-755 and ED 223 890.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Vocational Education, Career Education, Cooperative Programs, Coordination, Databases, Educational Legislation, *Employment Opportunities, Employment Programs, Employment Qualifications, *Federal Legislation, Federal Programs, Hearings, Job Skills, Job Training, *Occupational Information, Postsecondary Education, Program Development, Secondary Education, *Vocational Education

Identifiers—Comprehensive Employment and Training Act, Congress 97th, *Reauthorization Legislation, *Vocational Education Act 1963, Vocational Education Amendments 1976

The discussion in this hearing, centering on extension of the appropriations under the Vocational Education Act of 1963, focuses on the National Occupational Information Coordinating Committee and the State Occupational Information Coordinating Committees. Testimony includes statements and prepared statements, letters, and supplemental materials from five individuals representing the Maine Occupational Information Coordinating Committee; the National Occupational Information Coordinating Committee; the Alabama Occupational Information Coordinating Committee; National Governors' Association, Office of Research and Development; and Massachusetts State Employment and Training Council, Department of Manpower Development. (YLB)

ED 224 963 **CE 034 754**

Hearings on Reauthorization of the Vocational Education Act of 1963, Part 19: Local Vocational Programs. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 66.

Pub Date—18 Aug 82

Note—36p.; Not available in paper copy because of small print. For related documents, see CE 034 752-755 and ED 223 890.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Vocational Education, Educational Legislation, Federal Aid, *Federal Legislation, Hearings, Postsecondary Education, *Regional Schools, School Districts, *School Role, Secondary Education, *Vocational Education, *Vocational Schools

Identifiers—Congress 97th, Kentucky, *Reauthorization Legislation, *Vocational Education Act 1963

The discussion in this hearing, centering on extension of the appropriations under the Vocational Education Act of 1963, focuses on vocational education at the local level, especially as regards to the role of area vocational schools. Testimony includes statements and prepared statements, letters, and supplemental materials from three individuals representing programs in Kentucky, including the regional directors of Vocational Regions 10, 11, and 12 in Ashland, Paintsville, and Hazard, Kentucky. (YLB)

ED 224 964 **CE 034 755**

Hearings on Reauthorization of the Vocational Education Act of 1963, Part 20: Older Americans Vocational Education Act, H.R. 6985. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 66.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—23 Sep 82

Note—54p.; Not available in paper copy because of small type. For related documents, see CE 034 752-754 and ED 223 890.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Vocational Education, Age Discrimination, Ancillary School Services, Counseling Services, *Educational Facilities, Educational Legislation, Federal Aid, *Federal Legislation, Hearings, Job Training, *Older Adults, Retirement, Retraining, Vocational Education

Identifiers—Congress 97th, *Reauthorization Legislation, *Vocational Education Act 1963

The discussion in this hearing, centering on extension of the appropriations under the Vocational Education Act of 1963, focuses on H.R. 6985, the Older Americans Vocational Education Act, which authorizes \$20 million per year for grants to educational agencies and institutions to establish model centers for vocational education for older persons. Testimony includes statements and prepared statements, letters, and supplemental materials from eight individuals representing the American Association of Retired Persons; the Institute of Lifetime Learning; Wave III Associates; two Representatives in Congress; and the Connecticut Advisory Council on Vocational and Career Education. (YLB)

ED 224 965 **CE 034 756**

The H-2 Program and Nonimmigrants. Hearing before the Subcommittee on Immigration and Refugee Policy of the Committee on the Judiciary, United States Senate, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Report No.—Senate-Doc-J-97-85

Pub Date—30 Nov 81

Note—378p.; Not available in paper copy due to small type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Agricultural Laborers, Employment Projections, Farm Labor, *Foreign Nationals, *Hearings, Illegal Immigrants, *Immigrants, Labor Needs, *Migrant Employment, Migrant Problems, Migrant Programs, *Migrants, Migration, Policy Formation, Public Policy, Seasonal Employment, Seasonal Laborers

Identifiers—Congress 97th, H 2 Immigration Program

This document is a transcript of a hearing on provisions of the Immigration and Nationality Act that govern the entry and the stay of certain classes of nonimmigrants, including temporary or H-2 workers and foreign students. The hearing also reviewed the proposal to amend the Immigration and Nationality Act so that visas could be waived for nationals of certain countries that have a reciprocal provision for visa waiver for citizens of the United States entering their countries. Finally, the hearing examined the most recent efforts of the Immigration and Naturalization Service in maintaining an adequate system for immigrant document control. Testimony and prepared statements were given by officials of the United States Department of Labor, Department of Agriculture, and the Immigration and Naturalization Service; by officials of various trade associations (such as the Florida Fruit and Vegetable Association and the American Pulwood Association); and by migrant rights organizations. Those testifying assessed the provisions of the H-2 program on their groups' interests and offered some alternative amendments to the Act. (KC)

ED 224 966 **CE 034 761**

Richards, Beverly
Characteristics of an Effective Teacher.

Pub Date—Dec 82

Note—20p.; Presented at the American Vocational Association Convention (St. Louis, MO, December 1982).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, *Evaluation Criteria, *Nursing Education, Student Attitudes, *Student Evaluation of Teacher Performance, Student Teacher Relationship, *Teacher Characteristics, Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement, Two Year Colleges

Identifiers—Iowa

This study was conducted to identify the characteristics of effective clinical instruction as perceived by faculty and students in a sample of associate degree nursing programs in Iowa. From the population of 18 associate degree nursing programs in the state, a stratified random sample of approximately one-third was chosen for voluntary completion of a questionnaire. The survey instrument, developed from a literature study, included two sections. Section 1 asked respondents to rate the 23 characteristics of teachers, while in section 2 respondents were to select the five most important characteristics of clinical teachers. Results of the study showed that students and faculty disagreed on 6 of the 23 items in the first part of the study. Items considered to be more important to the instructors than the students included relating theory to practice, supervising students and individualizing instructions. Items that were of more importance to the students than the faculty were providing useful feedback on student progress and demonstrating skills, attitudes, and values that are to be developed by the students. In relation to the five most important characteristics, instructors chose more items in the professional competency category, while students chose more items in the classification of student relationships. Identification of these characteristics has implications for those entering the teaching field as well as for those evaluating current clinical instructors. (KC)

ED 224 967 **CE 034 764**

Vos, Robert And Others
Adolescents' Attitudes toward Vocational Education.

Pub Date—Nov 82

Note—22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (11th, New Orleans, LA, November 1982).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Blacks, College Preparation, *Disadvantaged Youth, *Educational Attitudes, Females, General Education, Grade 8, Hispanic Americans, Junior High Schools, Junior High School Students, Males, *Racial Differences, Secondary Education, *Sex Differences, *Student Attitudes, *Vocational Education, Whites

Identifiers—*New Jersey (Hudson County)

Attitudes of eighth graders toward vocational education were measured, and the relationship of these attitudes to high school educational program preference (vocational, general, or college preparatory) was determined. The study was also designed to ascertain differences on the basis of disadvantage, race, and sex. Subjects were 306 students from Hudson County, New Jersey. A 42-item questionnaire was developed to measure attitudes toward vocational education. Part 1 was a Likert-type summated rated scale; part 2 was a forced-choice multiple-choice section. Attitudes of males and females as well as Black, Hispanic, and White adolescents toward vocational education did not differ significantly. Differences occurred between disadvantaged and nondisadvantaged youth. Nondisadvantaged youth had a more favorable attitude toward vocational education. All participants perceived vocational education with a positive attitude. Disadvantaged youth, even though they had a lower attitude score, indicated a greater preference for the vocational program than did white youth. Male youth indicated a greater preference for the vocational program than did female youth. No difference in attitude scores was shown among the youth selecting the vocational, general, or college preparatory high school programs. Conclusions suggested barriers to participation are not directly related to attitudes of disadvantaged youth. (YLB)

ED 224 968

CE 034 771

Bortz, Richard F.

Articulation and Multiple-Option Programming: Key Concepts in Developing Occupational Curricula.

Pub Date—Dec 82

Note—13p; Paper presented at the American Vocational Education Convention (St. Louis, MO, December 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Vocational Education, *Curriculum Development, Education Work Relationship, Employment Opportunities, *Job Training, On the Job Training, Postsecondary Education, *Program Design, *Program Development, *School Business Relationship, *Vocational Education

Identifiers—Linkage, *Multiple Option Programming

In developing a vocational education training program, provision must be made for articulating the occupational program and its courses and units with employment opportunities in the occupation. The first step in gathering and organizing data needed in developing an occupational training program is an organizational analysis. The organizational analysis involves three steps: (1) determining the title of the primary occupation, which will later be used to name the occupational program, (2) determining the occupational specialties and subspecialties of the primary occupations to estimate a basis for articulating the components of the training program and to name the courses and units of the program, and (3) determining the occupational program, course, and unit titles. Three groups benefit when the training program is set up in this manner. The students benefit from an education-employment system that offers them multiple-option programming (learning on the job, formal schooling, or a combination) and assists them in attaining their career goals by using the system in total or in part (focusing on one course or one unit). A trained work force is a benefit for the employment community. The school benefits because its training programs are a vital and viable means of preparing students for employment. (YLB)

ED 224 969

CE 034 773

Collignon, Fredrick And Others

Policies of Private Employers toward the Disabled: A Review of Current Programs and Relevant Literature.

Berkeley Planning Associates, Calif.

Spons Agency—Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.

Pub Date—Feb 80

Contract—HEW-100-79-0180

Note—145p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adults, Career Education, Demonstration Programs, *Disabilities, Employers, Employment, *Employment Practices, Employment Programs, Fringe Benefits, Job Development, *Job Placement, Literature Reviews, *Personnel Policy, Physical Disabilities, Productivity, Program Descriptions, Stereotypes

Identifiers—Job Modification

The literature was surveyed and discussions were conducted with various federal officials, state administrators, and private employers to evaluate private employers' policies with regard to disabled persons. Key employment programs for disabled workers were reviewed, including the Employment Services System (Job Service), the Comprehensive Employment and Training Act, Title III—Special Projects, Sheltered Workshops, additional demonstration efforts funded by the Department of Labor, private sector initiatives for disabled persons, and services by the Rehabilitation Services Administration of the Department of Education. These programs and projects indirectly addressed the need to work closely with private employers to eliminate stereotypes of the abilities of disabled workers and to identify processes to facilitate job placement. Four specific barriers to employment faced by handicapped individuals were explored: job modification, employer hiring practices, productivity concerns, and fringe benefit packages. (Following a 10-page bibliography is a review of British research literature regarding employment problems of physically disabled people.) (YLB)

ED 224 970

CE 034 774

Tools for Schools, Defense Industrial Reserve Loan Program. Public Law 93-155, 93rd Congress.

Defense Logistics Agency (DOD), Memphis, TN.

Pub Date—1 Jul 82

Note—28p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Equipment, *Federal Programs, Hand Tools, *Industrial Education, *Machine Tools, *Manufacturing Industry, Metal Working, National Defense, Postsecondary Education, Secondary Education, Welding

Identifiers—Defense Industrial Reserve, *Loan Programs, *Tools for Schools Loan Program

This brochure describes the "Tools for Schools" Loan Program and includes guidelines for preparation of an application for a loan of industrial manufacturing equipment from the Defense Industrial Reserve (DIR). The first section is in question-and-answer form and describes the program through which equipment from DIR may be loaned to any nonprofit educational institution or training school. The program specifies that the school must contribute materially to the national defense and that the institution must agree to provide for maintenance and to return, without expense to the government the equipment. The second section presents an application format for obtaining DIR equipment; lists types of equipment in the DIR, including metal cutting, test, welding, and metal forming equipment; and provides a sample loan agreement. (YLB)

ED 224 971

CE 034 781

Thomas, Ruth G. And Others

De-Institutionalization: Managing Independent Living. An Adult Education Program for Incarcerated Women in Transition.

Minnesota Univ., St. Paul. Div. of Home Economics Education.

Spons Agency—Minnesota Higher Education Coordinating Board, St. Paul.

Pub Date—Jun 80

Grant—78-212-010; 79-212-004

Note—601p; Not available in paper copy due to colored paper. Development sponsored by Minnesota Dept. of Education, Minnesota Dept. of

Corrections, Minnesota Correctional Institute for Women, and Dakota County Area Vocational Technical Institute.

Pub Type—Guides - Classroom - Teacher (052) —

Reference Materials - Bibliographies (131)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Adult Programs, Annotated Bibliographies, Behavioral Objectives, *Career Planning, *Consumer Education, Correctional Education, *Correctional Rehabilitation, Curriculum Guides, *Daily Living Skills, *Decision Making, *Females, Housing, Individualized Instruction, Learning Activities, Prisoners

Identifiers—*Deinstitutionalization (of Legal Offenders), Life Planning

This program manual provides materials for implementation of a Managing Independent Living Program for adult female offenders in a state residential facility. It also can be adapted appropriately for other institutionalized populations experiencing a transition to more independent community living and for non-institutionalized persons encountering a new level of independence. Introductory materials describe the target population, program goals and objectives, eligibility for participation, and participant and program evaluation. Information on program implementation covers organization, personnel, facilities, materials, schedule, cost, advisory committee, and community resources. The curriculum section first describes the decision-making and management process structures and then provides the curriculum, which is arranged from left to right across two pages. The left page contains process components, generalizations supporting the process components, and instructional objectives. The right page contains goal guides that describe specific student behaviors corresponding to the process components, suggested learning activities, and references for student materials. Curriculum is provided for 16 hours of group instruction and for individualized instruction sessions in three problem areas: career and life planning, housing, and consumer goods and services. Other materials are an annotated bibliography and community resources directory. Program forms are appended. (YLB)

ED 224 972

CE 034 784

Oversight on the Administration's Budget Proposals for Vocational Education. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, Second Session (May 6, 18, and 19, 1982).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—82

Note—289p; Parts of this document may not reproduce well due to small type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, *Block Grants, Budgets, Educational Finance, Educational Legislation, *Federal Aid, *Federal Legislation, Hearings, Postsecondary Education, Secondary Education, *Vocational Education

Identifiers—*Adult Education Act, Congress 97th, *Vocational Education Act 1963

This report of oversight hearings concerns the administration's budget and consolidation proposals for vocational and adult education programs. Testimony includes statements and prepared statements, letters, and supplemental materials from over 15 individuals representing the United States Department of Education; National Association of Vocational Education Special Needs Personnel; State Department of Education, Missouri; National Center for Research in Vocational Education; University of Missouri-Columbia; American Vocational Association; a United States senator; Inconet, Corp., New York City; Virginia Polytechnic Institute and State University; University of Nebraska; New York Institute of Technology; Milk Marketing Inc., Ohio; State of Ohio Department of Education; State of New Jersey Department of Education; and Nebraska Commission on the Status of Women. (YLB)

ED 224 973 CE 034 785

Voluntarism in America: Promoting Individual and Corporate Responsibility. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session (April 22, 1982). Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—82

Note—152p; Not available in paper copy due to small, light type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Business, *Business Responsibility, Citizen Participation, *Citizenship Responsibility, *Community Involvement, Hearings, Participation, Social Problems, *Social Services, *Voluntary Agencies, *Volunteers

Identifiers—Congress 97th

This is a report of a hearing held in Washington, D.C., on April 22, 1982, before the Subcommittee on Aging, Family, and Human Services of the Committee on Labor and Human Resources, United States Senate. The purpose of the hearing was to examine the untapped human potentials for voluntarism in America by promoting individual and corporate responsibility to assume a greater burden in American society. Testimony includes statements from 14 individuals representing the Benevolent and Protective Order of Elks; the Heritage Foundation; National Center for Neighborhood Enterprise; Center for Health Policy Research; American Enterprise Institute for Public Policy Research; the Brookings Institution; Center for Responsive Governance; National Youth Work Alliance; National School Volunteer Program, Inc.; President's Task Force on Private Sector Initiatives; a United States Senator; ACTION; American Foundation for Voluntarism; and Frito-Lay, Inc. Responses of the witnesses to questions are also provided. (YLB)

ED 224 974 CE 034 788

Baker, Meryl S. Hamovitch, Mark

Job-Oriented Basic Skills (JOBS) Training Program. An Evaluation.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-83-5

Pub Date—Jan 83

Note—26p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aptitude, Attrition (Research Studies), *Basic Skills, Educational Research, Enlisted Personnel, Job Skills, *Job Training, Military Service, *Military Training, Program Effectiveness, Program Evaluation, *Remedial Programs, Vocational Education

Identifiers—*Job Oriented Basic Skills Program, *Navy

Four training courses developed under the Job-Oriented Basic Skills (JOBS) program were evaluated to determine whether they could compensate for the skill deficiencies of lower aptitude Navy personnel. The JOBS program was designed for personnel who scored in the lower mental aptitude categories on the Armed Services Vocational Aptitude Battery to increase their mastery of the skills and knowledge deemed to be prerequisites for success in Class "A" technical schools. Volunteer recruits were randomly assigned to two groups: JOBS direct-track and JOBS delayed-track (completion of apprenticeship training and time in the fleet prior to JOBS training). Control groups were also specified. Of 1,551 students who attended JOBS school, 1,493 (96 percent) graduated. The JOBS delayed-track group had a higher percentage of attrition from JOBS school than did the JOBS direct-track group. Class "A" school data for 1,256 JOBS graduates showed that 996 (79 percent) graduated and 260 (21 percent) attrited. Comparable figures for the "A" school comparison group were 90 percent and 10 percent. Thirty-three months after JOBS and comparison groups had graduated from "A" school, the "A" school group had over twice as many fleet discharges, thus reducing the total loss rate between the two groups to 3 percent. (YLB)

ED 224 975 CE 034 791

Morris, A. Cope, R. G.

Literacy and Numeracy Demands on School Leavers Entering Selected Apprenticeships in Queensland, Australia. Volume I and Volume II. Brisbane Coll. of Advanced Education (Australia). Spons Agency—Australian Education Research and Development Committee, Canberra.

Report No.—ISBN-0-86856-160-6

Pub Date—82

Note—419p; Also funded by M.I.M. Holdings, Ltd., Brisbane, Australia.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Apprenticeships, Cosmetology, Employment Qualifications, *Foreign Countries, High School Graduates, *Job Skills, *Literacy, *Mathematics, Occupational Home Economics, Pilot Projects, Postsecondary Education, Trade and Industrial Education

Identifiers—*Australia (Queensland), *Numeracy

These two volumes report a pilot study that examined the job-related literacy and numeracy demands made on school leavers who entered selected apprenticeships. Volume I presents narrative materials. Detailed descriptions of literacy and numeracy demands are provided for 10 trades: electrical-fitter-mechanical, fitter-turner-machinist, fitter (diesel and heavy earth moving), motor mechanic, carpenter and joiner, plumber, boilermaker, painter, cook, and hairdresser. These demands are categorized into those related to job performance (job allocation, detailed written job instruction, problem solving, reading with customers), updating knowledge, writing on the job, and literacy demands at college. Other contents include a literature review, methodology, samples of print resources used on the job and in colleges for each trade, results of the application of the FORCAST Readability Formula, and recommendations for changes to selection procedures, training, and trade practices, as well as for further research. Volume II contains these appendices: sample reading materials used on the job and in colleges, questionnaires used in the study, and readability sampling procedures used on the reading materials. (YLB)

ED 224 976 CE 034 803

Tindall, Lloyd W. Gurgerty, John J.

Microcomputers for the Vocational Education of Special Needs Students.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Pub Date—4 Dec 82

Note—45p; Presented at the American Vocational Association Convention (St. Louis, MO, December 4, 1982).

Pub Type—Opinion Papers (120) — Reference Materials - Directories/Catalogs (132) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Programs, Directories, *Disabilities, Instructional Materials, *Material Development, *Microcomputers, Secondary Education, Special Education, *Vocational Education

Identifiers—Authoring Aids

Microcomputer assisted instruction for the vocational education of special needs students is in the formative stage. Computer programmers do not understand educational processes well enough to produce effective software, while the majority of special needs educators lack computer training. Special needs educators need to use existing knowledge in the area of computer assisted instruction (CAI) to modify or develop programs to meet their students' learning styles. Some other suggestions to get CAI initiated are preserve and inservice on computers, learning material development, and incentives for teachers to learn CAI. The role of CAI in the curriculum can be to supplement the regular curriculum; reduce instructional time; operate at the special needs students' pace; give instant feedback; provide tutoring, drill, and practice as well as tests and questions; and provide surprise, challenge, and curiosity. Components of good CAI program designs are student control, individualized instruction, modularized programs, multisensory presentations, and clearly written support materials and documentation. (Following four pages of narrative, six examples of programs for disabled persons are provided. A final section contains annotated listings of resources of three types: software vendors, organizations, and publications.) (YLB)

ED 224 977 CE 034 805

Parson, Steve R. Dudley, Charles J.

An Examination of the Nature of Process in Community Education.

Pub Date—9 Dec 82

Note—13p; Presented at the Annual Convention of the National Community Education Association (Atlanta, GA, December 9, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Agency Cooperation, Bureaucracy, *Citizen Participation, Community Cooperation, *Community Coordination, *Community Education, Democracy, *Educational Cooperation, Educational Research, *Public Agencies, School Community Relationship, *School Districts, Social Agencies

Through the late 1970s the idea was expressed that community education provides a structure for citizen involvement in local decision-making processes and that democratic processes would be reintroduced at the community level through a new commitment to it. Minzey and LeTarte proposed the concept of process-to-develop a community process of citizen involvement in a more democratic decision-making system. Community education has been located, for the most part, however, in a closed bureaucracy—the local school system. Perhaps Minzey and LeTarte went too far in their claims of process, and community education is capable of the following: making better use of the capital and knowledge resources of the local school system, aiding in the development of an educational system comprehensive in its response to community needs, fostering interaction between schools and community agencies toward resolution of community problems, and serving as an open area of the school bureaucracy. Three projects in rural communities in Mid-Atlantic states were studied to see if community educational projects moved toward process as they aged. Findings supported the conclusion that the community educational programs were basically bureaucratically structured as part of the local school system. However, the findings also showed that community educational programs served to open the school's bureaucracy by suing the local schools for classes for all citizens and that the projects cooperated with other agencies to provide resources and programs. (YLB)

ED 224 978 CE 034 806

Dunne, Maurice J.

Robotics: Past, Present, and Future.

Pub Date—5 Dec 82

Note—37p; Presented at the American Vocational Association Convention (St. Louis, MO, December 5, 1982). Photographs will not reproduce well.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Automation, Curriculum Development, Industrial Education, *Industry, *Manufacturing, Manufacturing Industry, Postsecondary Education, Secondary Education, Technical Education, *Technological Advancement

Identifiers—*Robotics

Robots are finally receiving wide-spread attention as a means to realize the goal of automating factories. In the 1960's robot use was limited by unfavorable acquisition and operating costs and the affordable control technology limiting applications to relatively simple jobs. During the 1970's productivity of manufacturing organizations declined while labor rates increased. The control, flexibility, reliability, and manipulative capabilities of robots improved. Robots are currently used where they offer advantages in processes characterized by a high degree of order, repetition, and moderate production volumes. They, of course, produce better than humans when they have capabilities humans do not have. While robots have limited decision making capabilities, more elaborate and useful sensing systems are readily available and the affordable cost of more complex controls is enhancing robots' capability to deal with more and difficult tasks. To raise the level of understanding of the application of robot capabilities, more robotics programs are being developed in secondary and postsecondary institutions, information on productivity advances is being disseminated, and curricula in robot application and maintenance are being developed. (A bibliography and 18 pages of charts, tables, and photographs are provided.) (YLB)

ED 224 979

CE 034 807

Bliss, Mary Schwartz, Adele

Exploring Attitudes toward Women with Disabilities: A Curriculum Guide for Employers and Educators.

New York City Commission on the Status of Women, NY.

Pub Date—[82]

Note—26p.; Developed as a result of the 1979 Conference on Disabled Women, sponsored by the New York City Mayor's Office for the Handicapped, Celanese Corp., Equitable Life Assurance Society, McGraw-Hill Publishers, WCBS-TV, and HEED/A Division of Management Woman, Inc.

Available from—New York City Commission on the Status of Women, 250 Broadway, Room 1412, New York, NY 10007 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Adult Education, Adults, *Attitude Change, Career Education, Curriculum Guides, *Disabilities, Discussion, *Employer Attitudes, Federal Legislation, *Females, Learning Activities, *Negative Attitudes, Postsecondary Education, Secondary Education, Student Attitudes, *Teacher Attitudes, Workshops

This workshop guide is intended to help personnel specialists and educators conduct workshop activities to promote positive attitudes toward women with disabilities. Activities are suitable for use in workshops not only with people in personnel management and education, but also with college students, parents, public school students, and others interested in exploring their attitudes toward people with disabilities. Seven goals are cited for participants in the workshop activities, and five corresponding activities are then provided. The format for each activity is as follows: title, time needed, target audiences, objectives, directions, leader materials, anticipated responses, and handouts for discussion. Workshops cover empathizing with disabled persons by experiencing feelings of "differentness," challenging misconceptions about disabled people, applying knowledge of Section 504 of the Rehabilitation Act to education and employment situations while examining the adverse effect of attitudinal barriers, and understanding difficulties faced by the disabled along with adaptations to cope with them. An evaluation questionnaire, bibliography, and summary report of the 1979 Conference on Disabled Women are appended. (YLB)

ED 224 980

CE 034 809

Gades, Robert E. Dillon, Roy D.

The Influence of Time Management Concepts on the Productivity of Vocational Teachers.

Pub Date—7 Dec 82

Note—13p.; Presented at the Annual Research Meeting of the American Vocational Education Research Association (St. Louis, MO, December 7, 1982).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, *Faculty Workload, Inservice Teacher Education, Instruction, Noninstructional Responsibility, Productivity, *Program Effectiveness, Secondary Education, *Teacher Responsibility, *Teacher Workshops, Teaching Load, Time, Use Studies, Vocational Education, *Vocational Education Teachers

Identifiers—*Time Management, *Time Utilization
A study determined the amount of time vocational teachers devote to professional job activities and whether an intensive time management workshop could improve time utilization by vocational teachers. Thirty teachers in each of five vocational areas recorded professional time use in a booklet that was divided into 12 major duty categories and further broken down into 52 separate duty tasks that vocational teachers might perform. Data were collected for two 4-week periods, one in the fall and another in the spring. Half of the subjects participated in an intensive 2-day time management workshop in January. Data showed that teachers worked an average of 55 hours each week. About half of that time was spent teaching day vocational classes; half their professional time was left for other activities. Factors that influenced time use were extended contracts, marital status, office in professional organizations, sex, and school-owned transportation. Teachers who participated in the 2-day workshop responded much differently in the

spring data collection study than they did in the fall study. Study of time management made them more aware of time and their effective use of it. (YLB)

ED 224 981

CE 034 813

Grimshaw, William F.

Grassroots Leadership Training: A Case Study of a Model in Action.

Pub Date—8 Dec 82

Note—14p.; Presented at the Annual Conference of the National Community Education Association (Atlanta, GA, December 8, 1982).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Educators, *Citizen Participation, Community Change, *Community Development, *Community Education, Community Involvement, *Leadership Training, Teacher Responsibility, *Teacher Role

Community educators need to provide grassroots leadership training, as can be seen by an examination of five points. First, a positive relationship exists between the quality of participation and the quality of leadership. Leadership should aim for team-directed action that meets member interests and concerns in the team's environment. Shared leadership activates the resources of all of a group's members in directing and conducting group tasks. Second, grassroots leadership can be taught and learned, as exemplified by the Leadership Development Program offered by the Community Leadership Training Center of Western Michigan University. Its learning objectives are trainee awareness, understanding, and use of specific skills that drive the processes of group communication, consensus formation, problem-solving, decision-making, planning, and evaluation. Skills are described in brief lectures followed by trainees' working on a structured experience. In a processing stage, data of trainees' experiences are closely examined. Third, the costs of teaching and learning leadership abilities are low enough in terms of time, energy, and money to make training practical. Fourth, very few opportunities exist for grassroots people in neighborhoods to obtain leadership training. Fifth, community educators are strategically placed and qualified to deliver grassroots leadership training. (YLB)

ED 224 982

CE 034 814

Thomas, Hollie B.

Identification of Barriers and Facilitators to Linking Vocational Education and Registered Apprenticeship Programs.

Spons Agency—State Univ. System of Florida, Tallahassee.

Pub Date—Dec 82

Grant—STAR-81-040

Note—39p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1982).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Apprenticeships, *Cooperative Planning, *Coordination, *Educational Cooperation, *Educational Planning, Educational Research, Interviews, Postsecondary Education, Questionnaires, Surveys, *Vocational Education Identifiers—Facilitative Environments, *Linkage

Barriers to the linkage of vocational education and structured apprenticeship programs and facilitators useful in overcoming the barriers were identified. Subjects were 46 people who were interviewed to identify potential barriers and facilitators to linkage and 288 people who completed a survey questionnaire to verify the identified barriers and facilitators. The samples were comprised of state vocational administrators, vocational education students, vocational education instructors, Bureau of Apprenticeship Training representatives, apprenticeship committee members, apprenticeship instructors, and apprentices. Identified deterrents to a closer linkage between vocational education and registered apprenticeship programs were of two kinds—those on which personnel from both organizations agreed and those that one agency perceived the other as creating. Respondents in all agency groups clearly believed increased communication and planning between vocational education programs and industry to be essential to resolution of any barrier. A high level of agreement in regard to cooperative planning efforts existed in which apprenticeship committees would provide more feedback into the development of vocational education

programs. (Seven data tables are included.) (YLB)

ED 224 983

CE 034 820

Basche, Catherine And Others

Individualized Career Plan (ICP): Implementation Manual.

Illinois State Univ., Normal.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Sep 82

Contract—R-20-43-N-0535-137

Note—71p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Development, Career Education, *Career Planning, Goal Orientation, Guidelines, Guides, High Schools, Program Development, Program Evaluation, *Program Implementation, Questionnaires, Resources, Secondary Education, Student Evaluation, Surveys Identifiers—Illinois, *Individualized Career Plans

This implementation manual was designed to assist local education agency personnel implement the individualized career plan (ICP) concept in high schools. Questions commonly asked about the ICP are answered. Guidelines are then provided for implementing the four stages of the process: planning, developing, implementing, and evaluating/refining. The 14 tasks involved in the process are described. Sample documents used in implementing the ICP process that were referred to in the guidelines are then provided. Three sample ICP formats—written plan, file folder, and booklet approach—follow. A section on resources for ICP implementation lists sources and available resources as well as addresses and telephone numbers for the Career Guidance Center Network and for Career Education Service Centers. The final section briefly describes related projects and provides contact names and addresses. Appendices include an article on individualized career planning and lists of ICP field test sites and task force members. (YLB)

ED 224 984

CE 034 826

Energy Efficient Homes and Small Buildings.

Vocational Education, Industrial Arts Curriculum Guide, Bulletin 1698.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—[81]

Note—120p.; For a related document see CE 034 827.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Building Design, Building Trades, Carpentry, Conservation Education, Construction (Process), Curriculum Guides, Design Requirements, Drafting, *Energy Conservation, *Facility Improvement, High Schools, *Housing, *Industrial Arts, Instructional Materials, Landscaping, Learning Activities, Trade and Industrial Education

Identifiers—*Insulation, *Retrofitting

This curriculum guide provides high school carpentry, construction, or drafting course teachers with material related to retrofitting a building for energy conservation. Section 1 discusses how design and construction methods affect energy use. Section 2 focuses on care and maintenance of energy efficient buildings. In addition to informative materials, a student's study guide, answer key, and a student activity are provided. Section 3 offers suggestions and activities for improving energy conservation through landscaping. Information on the effect of geographic location is provided in section 4. Section 5 focuses on building insulation. Topics are an analysis of insulation materials and their uses as well as attic, floor, and duct insulation. Five study guides are provided on the type and amount of insulation to use; insulation in the floor, walls, basement and crawl space; and installing vapor barriers. Section 6 contains informative materials on selecting and installing storm windows and doors. Topics are installation of weather stripping and caulking, types of windows to use, and door improvement. Study guides on types of windows and provision for energy efficiency are also included. A summary test (with answer key) for all of the material is provided. Transparency masters are appended. (YLB)

ED 224 985 CE 034 827

Energy Conservation Curriculum Guide Grades Seven through Twelve. Vocational Education, Industrial Arts Curriculum Guide. Bulletin 1681. Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education. Pub Date—[81] Note—75p.; For a related document see CE 034 826.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Measures, Curriculum Guides, *Energy, *Energy Conservation, Fuels, Home Economics, *Housing, Industrial Arts, Learning Activities, Science Education, Secondary Education, Social Studies, Transparencies

This curriculum guide provides materials for activities related to energy sources, forms, and uses that can be used in grades 7 through 12 and adapted to social studies, science, home economics, and industrial arts. The time requirement for implementation is 3 to 6 weeks. Three transparencies are first provided for use as study aids. A list of energy sources follows that the instructor may use to choose facets of energy to emphasize. Lesson 1 consists of materials designed to determine students' awareness of house areas where energy can be saved. Objectives: activities; resources, materials and equipment; an enrichment activity; an energy attitude survey; and a pretest are provided. Lesson 2 offers information on home energy use, including terms and definitions, and continues the pretest. Material on cutting energy use and three student activities are provided. Lesson 3 presents objectives, activities, transparencies, informative materials, and student activities on factors affecting energy use in home heating and cooling. A Student Schoolhouse Energy Survey follows that provides students with practical experience in detecting energy waste. Other materials include an activity on exponential growth and test items (with an answer key) that may be used as a pre- or post-test, a final examination, or several quizzes. (YLB)

ED 224 986 CE 034 844

Paying for Your Education. A Guide for Adult Learners.

College Entrance Examination Board, New York, N.Y.

Report No.—ISBN-0-87447-152-4

Pub Date—83

Note—153p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$7.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Students, College Admission, *College Planning, *Continuing Education, *Eligibility, Financial Aid Applicants, Instructional Student Costs, Noninstructional Student Costs, Postsecondary Education, Student Costs, *Student Financial Aid, Tuition

Intended for adults involved in continuing education, this book provides information on securing financial aid. Chapter 1 discusses use of the book. Chapter 2 examines why adults are involved in postsecondary education. College application is the focus of chapter 3. Chapter 4 offers suggestions for cutting the time and costs of acquiring a college education, such as credit by examination, credit for prior learning, and external and nontraditional degree programs. Chapter 5 answers 10 questions about financial aid eligibility, availability, and college costs. Chapters 6 and 7 describe federal, state, college and university student aid programs. Twelve paths to financial aid are discussed in chapter 8, including employer tuition aid; aid for the unemployed, low income adults, women, older adults, minority students, disabled persons, and public servants; tax breaks; the military; child care services; aid from religious organizations; and aid for nursing or health professions. Chapter 9 is a step-by-step guide through the process of searching and applying for financial aid. Sections 10 through 12 contain a directory of sources of financial aid information, a glossary of financial aid terms, a 1982-83 financial aid form, and a worksheet for financial aid eligibility. (YLB)

ED 224 987

Peterson, Michael

Vocational Assessment of the Visually Impaired.

Pub Date—82

Note—29p.; Presented at the American Vocational Association Convention (St. Louis, MO, December 1982). Best copy available.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Diagnostic Tests, Educational Resources, Evaluation Criteria, *Evaluation Methods, Performance Factors, Performance Tests, *Test Selection, *Visual Impairments, Vocational Aptitude, *Vocational Evaluation, Work Sample Tests

This paper provides a summary of thoughts, resources, ideas, and a review of the state-of-the-art provisions of vocational assessment services for the visually impaired. The paper is organized in seven sections. The first section provides definitions of vocational assessment and the related terms of career assessment, educational/psychological assessment, functional living-skills assessment, and vocational evaluation. Section 2 offers some thoughts about the administration of vocational assessment services and proposes that such services should be a team effort. Entrance criteria for vocational assessment also are discussed. Section 3 defines the purposes and goals of vocational assessment, while the process of vocational assessment is outlined in section 4. Seven approaches to vocational assessment are summarized in section 5. These approaches include the trait approach, the VDARE process, the task approach, the present skills assessment, learning assessment, the teaching approach, and job modification. Section 6 offers guidelines for selecting and administering tests to visually handicapped persons, while the final section summarizes information on psychological tests, work samples, and informal and vocational assessment procedures. Additional sources of information and blank assessment forms also are contained in the report. (KC)

ED 224 988

Shackelford, Ray Henak, Richard

Making Industrial Education Facilities Accessible to the Physically Disabled. A Professional Monograph.

American Industrial Arts Association, Reston, VA. Pub Date—[82]

Note—38p.

Available from—American Industrial Arts Association, 1914 Association Drive, Reston, VA 22091 (\$6.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accessibility (for Disabled), Design Requirements, Educational Facilities, *Educational Facilities Design, *Educational Facilities Improvement, Educational Legislation, Equal Education, Federal Legislation, *Industrial Education, *Physical Disabilities, *Physical Mobility, Postsecondary Education, Secondary Education, Structural Elements (Construction)

This monograph focuses on the design of accessible industrial education facilities for individuals with physical disabilities. In chapter 1 accessibility is defined, and three significant pieces of federal legislation regarding the equality of educational opportunities for special needs populations are discussed. The role of industrial education in mainstreaming students with physical handicaps is also addressed. A modification system for improving the interface between the learner and the built environment is then described in detail. Each of four sections in the system-system inputs, process of making safe modifications, system outputs, and evaluation—and their major elements are considered. Chapter 2 focuses on facility modifications to consider when improving the interface. The following kinds of modifications are discussed: maneuvering in space, approaching machines and equipment, obtaining tools and supplies, transporting tools and supplies, manipulating controls, and facilitating communication. (YLB)

CE 034 845**ED 224 989**

Basic Skills.

Further Education Curriculum Review and Development Unit, London (England).

Report No.—ISBN-0-85522-112-7

Pub Date—Nov 82

Note—109p.; For a related document see ED 217 124.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Basic Skills, Curriculum Development, Educational Research, Faculty Development, *Foreign Countries, Job Skills, Models, *Postsecondary Education, Secondary Education, Staff Development, *Transfer of Training, *Vocational Education

Identifiers—*United Kingdom

This document describes basic skills, their place in programs of vocational preparation, and their potential for progression into more advanced programs. Section 1 reviews the present situation and concepts regarding the provision and acquisition of skills. The need for progression is described, and the possibility of creating programs for progression of skill acquisition is promoted. Section 2 lists the important skills needed in employment as identified by research and briefly considers the significance of application of the data to the curriculum. Section 3 describes a progressive structure of education and training based on the skills, concepts, and research described earlier in the document. Section 4, in tackling some of the staff development problems associated with basic skills teaching, describes a proactive and a reactive approach to staff development arising out of the curriculum demands of vocational preparation. Section 5 is a summary. Appendixes, amounting to approximately three-fourths of the document, include a review of research in the area of skills, a common core of skills for vocational preparation, research data, an assessment of basic skills, models of progression, a staff development program, and a glossary. (YLB)

ED 224 990

Gorman, Carl V.

The Ohio Vocational Education Leadership Personnel Development Program.

Pub Date—Dec 82

Note—9p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Education, Higher Education, Inservice Education, *Internship Programs, *Leadership Training, *Management Development, Secondary Education, Seminars, Supervisors, *Supervisory Training, Vocational Directors, *Vocational Education, Workshops

The Ohio Vocational Education Leadership Personnel Development Program is designed to prepare additional personnel needed to provide administrative and supervisory leadership services necessary to provide vocational opportunities for all. Phase 1, preservice, is an intensive workshop starting in July. This comprehensive program concerned with all facets of vocational leadership consists of large and small group presentations. It is 6 weeks in length for those preparing for supervision and 8 weeks for those preparing to become directors. Its objective is to help participants develop basic competencies and knowledge needed to function as interns in local school settings. Phase 2, internship, provides a 10-month supervised practical experience in supervision of vocational education at the operational level. Phase 3 consists of inservice seminars, 2 days in length, in November, February, and May. Activities provide opportunity for interns to share and compare experiences and to consult with authorities in each service area. Incentives for the individual are accelerated preparation for and entry into an administrative leadership position, a stipend, and 10 to 12 hours of university credit. As of June 1981, 393 persons have participated. Of the existing vocational education planning districts, 88 percent are utilizing services of personnel prepared through the program. (YLB)

CE 034 850

ED 224 991

CE 034 859

James, Richard F.

Five Basic Microcomputer Applications for Marketing Educators.

Pub Date—Dec 82

Note—16p; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, *Distributive Education, Laboratories, Management Information Systems, *Marketing, *Microcomputers, Networks, Postsecondary Education, Programed Tutoring, Purchasing, Remedial Instruction, Secondary Education, Simulation, Word Processing

The microcomputer has five basic applications in marketing education—a remedial/tutorial application, instructional purposes, simulation, the project data base, and classroom management. Examples of word processing applications of a microcomputer are updating annual training plans and producing letters to advisory committee members, parents, and others. One further application that is a little broader is a computerized tabulation system for competitive event of Distributive Education Clubs of America. Other applications are utility programs, not an application for student use, but for teacher use of microcomputers. The steps in equipment (microcomputer) purchasing are looking at needs, and then considering the hardware. If a microcomputer-lab situation exists, networking must be considered. Three types are video networking, printer networking, and computer networking. (YLB)

ED 224 992

CE 034 861

Georgia Survey of Consumer and Homemaking Education Programs. Final Report.

National Evaluation Systems, Inc., Amherst, Mass. Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date—Nov 82

Note—97p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Competence, *Consumer Education, Educational Research, Graduate Surveys, High Schools, *Home Economics, Home Economics Skills, *Homemaking Skills, Interviews, Outcomes of Education, *Program Effectiveness, Program Evaluation, Questionnaires, Skill Development, Student Attitudes, Vocational Education

Identifiers—*Georgia

The effectiveness of Georgia's comprehensive high school consumer and homemaking educational programs in providing competence in six essential skill areas was studied. Respondents were selected from all Georgia high school graduates from 1978-79 who had participated in at least one consumer and homemaking education course. Survey findings showed that respondents indicated: (1) all skills listed for the curriculum areas were very important; (2) they were somewhat prepared in all curriculum areas and had received some instruction in the areas; (3) no skills listed in the curriculum should be deleted; (4) they were well prepared in specific consumer and homemaking educational skills; (5) they were better prepared in those curriculum areas in which they had participated (taken courses); (6) they were slightly more prepared to perform skills in a curriculum area than those who had not taken a course in the curriculum area; (7) all skills should receive more emphasis than they received; (8) they needed additional information in the areas of child development, personal finance/consumer education, and family living/parenthood education; and (9) they updated consumer and homemaking skills by reading magazines, getting advice from friends or relatives, watching television, reading books, and listening to the radio. (Instruments and data are appended.) (YLB)

ED 224 993

CE 034 867

Moss, Jeffrey W. Briers, Gary E.

Relationship of Attitudes of Vocational Student Teachers to Their Plans to Teach.

Pub Date—6 Dec 82

Note—14p; Paper presented at the American Vocational Education Research Association Meeting (St. Louis, MO, December 6, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, Attitude Measures, *Career Choice, Educational Facilities, Postsecondary Education, Questionnaires, Scores, *Student Attitudes, Student Teacher Relationship, *Student Teachers, Surveys, *Teaching (Occupation), Test Reliability, *Vocational Education

Identifiers—*Purdue Student Teacher Opinionnaire, Texas A and M University

A study examined the relationship of attitudes of vocational student teachers to their plans to teach. Also investigated during the study was an alternative method of scoring the Purdue Student-Teacher Opinionnaire. (The Purdue Student-Teacher Opinionnaire is a 60-item questionnaire that yields factor scores pertaining to the following areas: rapport with supervising teacher, principal, and university supervisor; teaching as a profession; school facilities; professional preparation; rapport with students and other teachers; and student-teacher load.) After administering the opinionnaire to 95 student teachers who were enrolled in the Department of Agricultural Education from the fall of 1980 through the spring of 1982, researchers analyzed the relationship of the nine factors to the student teachers' plans to teach. Six of the nine factors showed statistically significant correlations with plans to teach. Of these, teaching as a profession and rapport with students exhibited the highest correlation with plans to become a vocational agricultural teacher. Recommendations called for increased efforts to improve the image of teaching as a profession and for more careful selection of student teaching centers. In addition, the researchers concluded that the certainty method that they used to score the opinionnaire produced sufficiently reliable results to warrant its use. (MN)

ED 224 994

CE 034 870

Widen, William C.

Developing a Comprehensive and Articulated Nuclear Training Curriculum—The Westinghouse Model.

Pub Date—[Dec 82]

Note—16p; Presented at the American Vocational Education Convention (St. Louis, MO, December 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), Behavioral Objectives, Classification, *Competency Based Education, Course Descriptions, Curriculum Development, *Energy Occupations, *Industrial Education, Instructional Materials, Instructional Systems, Material Development, Models, *Nuclear Energy, Nuclear Power Plants, Nuclear Power Plant Technicians, Postsecondary Education, Power Technology, Task Analysis, Technical Education

Identifiers—*Energy Education, *Westinghouse Nuclear Training Center IL

After conducting a comprehensive evaluation of its curriculum, staff at the Westinghouse Nuclear Training Center in Zion, Illinois, undertook a research and development project aimed at upgrading the center's curriculum to the competency-based format. Included among the main activities of the curriculum development process were the following: completion of a study to identify the tasks performed by practicing reactor operators, identification of appropriate educational domains and taxonomies, development and sequencing of behavioral objectives, selection of a proper mode of instructional delivery, development of an effective format for curriculum materials, and evaluation of the effectiveness of the curriculum materials developed during the project. The project resulted in the development of an articulated curriculum consisting of three programs dealing with nuclear engineering technology, nuclear plant system design, and nuclear plant operations. For each separate program, instructional materials were developed that contained the following: objectives, lesson text, a summary, vocabulary, end notes, references, and a self-assessment instrument. After evaluating student performance on homework and examinations, analyzing utility training coordinator follow-up surveys, and considering the results of an external team review, researchers determined that the program has proven to be a successful means of preparing competent operations personnel. (MN)

ED 224 995

CE 034 871

Copa, George H. Salem, M. Nagi

Potential Vocational Education Indicators: Vital Statistics for Planning, Review and Public Information about Vocational Education.

Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.

Pub Date—Jun 82

Note—107p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Educational Planning, Educational Research, *Information Needs, Outcomes of Education, Postsecondary Education, Program Improvement, Secondary Education, *Social Indicators, Statistical Surveys

Identifiers—*Minnesota

An initial set of potential indicators for use in planning, reviewing, and providing public information about vocational education in Minnesota was identified. A list of approximately 70 characteristics of vocational education was submitted for review by secondary, postsecondary, and adult vocational education program administrators and the staff of the Division of Vocational-Technical Education in the State Department of Education. Subjects responded on a scale from 1 (not necessary) to 7 (essential) in terms of importance regarding four categories of characteristics: program enrollees (inputs), program leavers (outputs), program structure (process), and program need (context). The characteristics judged most important and recommended for an initial set of vocational education indicators were employer satisfaction with the quality of graduates' work, number of graduates employed in occupations related to the program, projected job openings in occupations related to the program, number of graduates employed, occupations for which the program is designed to provide training, performance of enrollees in the program, and program cost. Recommendations included further justification for the potential indicators by clients and those providing resources to operate vocational education. They also include the need for pilot testing of the potential indicators. (Appendixes include the questionnaire and some data.) (YLB)

ED 224 996

CE 034 872

Farris, Charlotte J.

Sex Fair Knowledge, Attitudes & Behaviors of Vocational Educators: A Research Report.

State Univ. of New York, Utica. Dept. of Vocational-Technical Education.

Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date—Aug 82

Grant—VEA-53-81-9121

Note—178p.

Available from—Project MOVE, SUNY College of Technology, Utica, NY 13502 (\$6.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Course Evaluation, High Schools, *Inservice Teacher Education, Postsecondary Education, *Program Effectiveness, Questionnaires, *Sex Fairness, Sex Stereotypes, State Surveys, Student Attitudes, *Teacher Attitudes, *Teacher Behavior, *Vocational Education Teachers

Identifiers—New York, *Teacher Knowledge

A study examined the sex-fair knowledge, attitudes, and behaviors of vocational educators who attended a credit inservice course on sex equity that was given in various locations throughout New York State. In order to evaluate the effectiveness of the course, researchers used three survey instruments to collect initial data on the knowledge, attitudes, and behavior of the course participants at the beginning of the course and to determine whether the course had any impact upon these three areas 6 months after the educators completed the work. To identify any such changes, researchers compared data from pre-course knowledge and attitude measures administered to 673 course participants to data from a post-course attitude measures completed by 401 course participants and from data on student checklists that were administered to high school classes taught by those attending the inservice course. Analysis of these data revealed a high correlation between the sex of vocational teachers within subject matter areas and their attitudes, knowledge, and behaviors with respect to sex fairness. However, data did point to significant positive changes in the knowledge, attitudes, and behavior of course completers of both sexes. Recommendations included a

call for presenting sex equity information in terms of human rather than single-sex issues. (MN)

ED 224 997 CE 034 874
Russell, T. J.

Curriculum Control. A Review of Major Styles of Curriculum Design in FE. Project Report PR8. Volume 1.

Further Education Curriculum Review and Development Unit, London (England).

Report No.—ISBN-0-85522-089-9

Pub Date—Mar 81

Note—119p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agencies, *Agency Role, *Curriculum Design, Curriculum Development, Educational Research, *Foreign Countries, *Postsecondary Education, Standards, Teacher Participation, Technical Education, *Vocational Education

Identifiers—Curriculum Councils, *England, *Wales

This review of curriculum design styles in further education (FE) in England and Wales is divided into three parts. Part 1 of the research describes how the main and typical national or central bodies work. (Central bodies are the examining and validating councils that ensure national consistency of content and level of education of students holding identical certificates.) Descriptions of each of 10 central bodies focus on these topic areas: central body workings (origin, structure and composition of Governing Council and Examining/Education Committee, origin and appointment of officers, origin and ratification of syllabuses, use of systematic research departments or evaluation studies), dissemination (policy for presentation of syllabuses, use of publications and examiner's reports and their circulation, use of conferences in development and implementation of new curricula), and college processes (policies regarding examination techniques and teaching methods). Part 2 discusses results of a questionnaire survey of senior staff in colleges that focus on their part in curriculum design. It considers the diffusion of information from the central bodies and the decision making processes at the college level. Through five case studies, part 3 presents views of actual curriculum organization in colleges as seen by participants. (The questionnaire is appended.) (YLB)

ED 224 998 CE 034 877

Singer, Norman M., Comp. Grieve, Shelley, Comp. A Recap of the Fifth Nationwide Vocational Education Dissemination Conference (Columbus, Ohio, November 17-19, 1982).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 83

Contract—300-78-0032

Note—118p.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Education, Computer Oriented Programs, Diffusion (Communication), *Educational Development, *Educational Research, Industry, *Information Dissemination, Information Retrieval, Information Services, *Information Utilization, Microcomputers, Postsecondary Education, Program Improvement, *Research Utilization, School Business Relationship, Secondary Education, Technical Assistance, Teleconferencing, *Vocational Education

Identifiers—Impact, Linkage, National Diffusion Network, Vocational Education Data System

Proceedings of a convention on dissemination held at the National Center for Research in Vocational Education in Columbus, Ohio are reviewed. The conference agenda includes brief summaries of small-group workshops and large-group sessions. Topics covered include acronyms and abbreviations in vocational education dissemination, microcomputers, workshops, the dissemination climate, dissemination, research and demonstration product utilization, technical assistance, library resources, vocational basic-skills peer teaching, state dissemination and utilization manual, a computerized information retrieval service, industry/education linkages, the National Diffusion Network, Louisiana's automated Vocational Education Data System, career education dissemination,

entrepreneurship education, research and development impact, teleconferencing, the Resource and Referral Service, water quality education, and dissemination and utilization. Many of the summaries refer to handouts or additional information from particular workshops or sessions that are included in an appendix. Appendix A contains the text of the keynote address, "Program Improvement Coordination: Recommendations for Policy and Action." Appendix B contains selected presentation materials. Appendix C lists conference participants. (YLB)

ED 224 999 CE 034 878

Ingham, P. C.

Computer Aided Design in FE. Some Suggestions on the Inclusion of CAD Topics in Mechanical Engineering Courses. An Occasional Paper.

Further Education Curriculum Review and Development Unit, London (England).

Report No.—ISBN-0-8522-114-3

Pub Date—Nov 82

Note—30p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Oriented Programs, Curriculum Development, Drafting, *Engineering, Engineering Drawing, *Engineering Education, *Foreign Countries, Higher Education, Postsecondary Education

Identifiers—*Computer Assisted Design, *United Kingdom

This report investigates the feasibility of including computer aided design (CAD) materials in engineering courses. Section 1 briefly discusses the inevitability of CAD being adopted widely by British industry and the consequent need for its inclusion in engineering syllabi at all levels. A short description of what is meant by CAD follows in section 2. Section 3 discusses some components of an integrated CAD system in more detail, particularly drafting systems that are more advanced and more immediately attractive than other elements of CAD. Three major problems in introducing CAD into courses are outlined in section 4: lack of cheap hardware and commercial software, lack of educational software, and lack of staff expertise. Section 5 considers three broad categories of CAD user (systems designer, specialized user, naive user) and their different training and educational requirements. Appendices include a fairly comprehensive list of CAD topics for inclusion in courses, information on help available through the West Midlands Regional Office Departments of Industry and Trade, and a short glossary of terms used in the paper. (YLB)

ED 225 000 CE 034 879

Loose, Gert

Towards a Cross-National Model for Cooperation in Vocational Education: Implications for Research and Development. Occasional Paper No. 87.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—82

Note—33p.

Available from—National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC87-\$3.25).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Basic Skills, Coping, Curriculum Development, *Educational Cooperation, General Education, Individual Development, *International Educational Exchange, International Programs, Interpersonal Competence, Labor Utilization, Lifelong Learning, *Models, Postsecondary Education, Program Development, Secondary Education, Technical Assistance, *Vocational Education, Work Environment, Work Experience Programs

Identifiers—*Human Ecology, *International Cooperation

Human ecology and indispensable components of a quality system in vocational education are two operational frameworks that could help to facilitate cross-national cooperation in vocational education. As the exhaustion of natural resources is recognized as resulting partly from the dysfunctional behavior of people, human ecology becomes a necessary frame of reference for the development of vocational education programs. Implications of human ecological research will be used to indicate tolerance levels for environmental strain on people. The aim in curriculum development for vocational edu-

cation should be to give priority to an extensive common prevocational curriculum preceding specialized skill training to lessen school stress. Another traditional issue that needs reconsideration in human ecological terms is general human development versus work force utilization. The second framework for cross-national cooperation in vocational education calls for definition of components that constitute a quality system in vocational education in different countries. These components are emphases on (1) non-job-specific interpersonal skills and skills related to coping in the work environment, (2) the integration of general and vocational education, (3) basic skills, (4) sequencing curricula for lifelong vocational learning, and (5) the formation of compound systems for in-school and out-of-school learning resources. (Questions and answers are appended.) (YLB)

ED 225 001 CE 034 880

Frey, Donald N.

The Economy, Productivity, and Training-A

CEO's View. Occasional Paper No. 88.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Jan 82

Note—16p.

Available from—National Center Publications, 1960 Kenny Road, Columbus, OH 43210 (OC88-\$2.25).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Vocational Education, *Economic Progress, Economics, *Industry, Job Training, Postsecondary Education, Productivity, Quality of Life, Retraining, *School Business Relationship, *School Role, Secondary Education, Skill Obsolescence, Underemployment, *Unemployment, *Vocational Education

The way resources are deployed to educate Americans will affect, as never before, productivity, the economy, and the quality of life. To maintain the present standard of living, Americans will be dependent on a continuous infusion of scientific breakthroughs and productivity-enhancing technology. Periodic upgrading of skills will be a necessity for more and more workers. Of the three types of post-high school education—liberal, professional, and vocational—the most pressing need exists for more vocational education leading directly to employment opportunities. Unemployment figures show that many Americans need and wish to be taught how to earn their living in a more technological and changing world. Retraining obsolete workers is a subsection in vocational education that requires more attention. Economic necessity and individual motivation will encourage more women to return to school to prepare for more challenging, higher salaried positions. Although jobs in the service sector are expanding, long-term economic growth and vitality will only be possible if Americans work to maintain their advantage over the global competition in expertise. American workers will have to be better educated and trained. Increased investments in vocational education as well as professional education can help to accomplish this, especially if American industry plays a more actively supportive role in the educational system. (Questions and answers are appended.) (YLB)

ED 225 002 CE 034 884

Brown, Clair

How "Economic" Are Women's Work Decisions?

Pub Date—Sep 82

Note—25p.; Best copy available. Presented at the American Sociological Association Annual Meeting (77th, San Francisco, CA, September 1982).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Decision Making, *Economic Factors, *Employed Women, Employment, Employment Level, *Employment Patterns, *Individual Needs, Influences, Social Influences, Socioeconomic Status, *Spouses, Wages

The degree to which wives' work decisions reflect the fulfillment of efficiency principles versus a response to social norms and personal needs was analyzed. The National Longitudinal Survey of Women, who were 30 to 44 years of age, provided the data base. To determine if women's work decisions were consistent with maximizing their economic return to work (the maximum market value of their maximum work hours), a wage rate and a

time frame of socially required and unconstrained time were formulated. An income test (the family income excluding the woman's earnings does not equal the poverty threshold) was also considered. Use of the standard efficiency test based on wages indicated that women's work decisions were not very economical. The majority of the decisions were market-oriented; women were working more than predicted. The standard interpretation of the outcome would be that these women subjectively value the market goods and services they buy with their earnings more than they value the output of their home activities. (YLB)

ED 225 003 CE 034 892

Marketing: An Approach to Placement. Report from the Study Group. Institute on Rehabilitation Issues (9th, St. Louis, MO, June 1982). Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—Jun 82

Note—142p.

Pub Type—Guides - Non-Classroom (055) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adults, Adult Vocational Education, Cooperation, *Disabilities, Employment Services, Information Dissemination, *Job Placement, *Marketing, *Social Agencies, State Agencies, Unions, *Vocational Rehabilitation

Intended for state administrators, district supervisors, and middle managers in vocational rehabilitation agencies, this document proposes a marketing approach to placement of the disabled. Chapter 1 outlines an approach to marketing the rehabilitation agency's "products" and services toward the end result of "selling" them to employers. Basic decision areas and their relevance to the vocational rehabilitation agency are addressed. Chapter 2 examines the first steps in implementing such an approach by exploring the concepts of market analysis and segmentation. In chapter 3 development of a product strategy by the state agency is considered. The first part of chapter 4 on marketing strategies deals with dissemination of information to the employing community to condition the market. Part 2 provides information on developing approaches that access the market through various channels and use of these channel strategies. Chapter 5 suggests strategies for interacting with local labor unions to market work-ready clients. Chapter 6 discusses implications of the marketing approach for state vocational rehabilitation agencies in the areas of policy, program development, training agency organization, and staff assignments. Appendixes include information on the Employer Account System and brochures on financial incentives for hiring handicapped persons. (YLB)

ED 225 004 CE 034 903

Occupational Readiness Center Curriculum Guide.

2nd Edition.

Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.

Pub Date—Jun 82

Note—357p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Allied Health Occupations, Auto Body Repairers, Auto Mechanics, Behavioral Objectives, Building Trades, Career Choice, Career Development, Career Education, *Career Exploration, Career Planning, Child Care Occupations, Cosmetology, Course Content, Course Descriptions, Curriculum Guides, *Disadvantaged, Experiential Learning, Floriculture, Horticulture, Learning Activities, Maintenance, Metal Working, *Prevocational Education, Secondary Education, Service Occupations, *Trade and Industrial Education, Vocational Adjustment, Vocational Education, Vocational Interests, *Vocational Maturity

This curriculum guide provides materials for nine courses taught in the readiness program for students 15 years of age and over who are not benefiting from education in regular educational settings. (The program is intended to identify a suitable occupational field in which students can succeed and to develop their social and emotional readiness and behavior to function successfully in all occupational training programs.) Introductory materials include the program's basic philosophy, objectives, criteria for entrance into the Occupational Readiness Center, and

course descriptions. Outlines follow for each course that combine academic instruction with student experience in a "live work" situation. Courses cover these trade/occupational clusters: metal trades, automotive trades, building trades (masonry/carpentry), building trades (electrician/plumber), building maintenance, horticulture/floriculture occupations, food trades, cosmetology/personal grooming, and health/personal service occupations. The courses are divided into units corresponding to specific job titles and occupations. Each unit presents this information: job title, job duties, working conditions, job requirements, job conditions, basic skills and knowledge, job practice, academic demands, additional job information, and evaluation. A unit outline details learning goals; learning activities; tools, equipment, and supplies; new terminology; math; and text, workbook, and other supplies. Some student information forms are appended. (YLB)

ED 225 005

Sokoloff, Natalie J.

The Changing Nature of Women's Work, 1940-

1980: A Theoretical Contribution.

Pub Date—9 Sep 82

Note—34p.; Paper presented at the American Sociological Association Annual Meeting (77th, San Francisco, CA, September 9, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Career Education, Clerical Occupations, Demand Occupations, *Employed Women, *Employment Level, Employment Opportunities, *Employment Patterns, Employment Projections, Futures (of Society), Labor Market, Labor Needs, *Part Time Employment, Salary Wage Differentials, Sales Occupations, *Service Occupations

In the post-World War II period, women have been employed in jobs that have been degraded, deskilled, and cheapened. Their employment has increasingly been in the service sector. Data supports the argument that women are treated as secondary workers in the labor market and are not paid as equals to men. Along with the degradation of women's jobs during the period of developing monopoly capitalism, patriarchal relations in the labor force have been maintained or strengthened. The service producing industry has grown as a hedge against recession, and women have increased their participation in the service sector because it is heavily "less than full-time and year-round" (part-time) work. They are structurally incorporated so they remain a reserve of labor for capital at the same time they are employed in wage labor and continue to have primary responsibility for the home and family. The predictions of job increases for the 1980's are for the greatest increases to be in low-level services, sales, and clerical work, categories that are heavily female, lowest wage, and part-time. (YLB)

ED 225 006

Friedman, Howard

Technical Education in the Enterprise Zone.

Pub Date—7 Dec 82

Note—14p.; Presented at the American Vocational Education Convention (St. Louis, MO, December 7, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Vocational Education, *Economic Opportunities, Employment Opportunities, *Entrepreneurship, Federal Legislation, *Incentives, Job Training, Postsecondary Education, *Poverty Areas, School Role, *Small Businesses, Technical Education, Unemployment, Vocational Education

Identifiers—*Enterprise Zone

Support is growing for the concept of the enterprise zone. Congress has before it a bill, the Enterprise Zone Tax Act of 1982, that would provide incentives and create a climate in which entrepreneurs and business executives would locate businesses in areas of pervasive poverty and unemployment. A potential urban enterprise zone in New York City is the South Bronx. The program's major thrust would be economic development and coordinated employment training in which vocational and technical education could play a vital part. Assuming that high technology companies and plants would relocate in the area, a challenge would be for vocational-technical education to prepare local inhabitants for jobs other than

those at the lowest level and in the service sector. The current technological revolution is based on advances and changes in information processing as well as creation and distribution. Entry workers would be required to have a minimum level of technical skills; experienced workers would have to regularly upgrade skills or acquire new ones. The educational system must adapt to the changes to support the economy. Alternatives to extensive retraining of instructors would be hiring instructors from business and industry or having vendors provide inservice training on state-of-the-art practices. (YLB)

ED 225 007

Examination of the Health Occupations Education

Curriculum from a Futurist Perspective: III.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No.—CASE-09-82

Pub Date—Oct 82

Grant—VEA-53-82-1640

Note—150p.; For related documents see ED 198 296 and ED 211 714.

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Students, *Allied Health Occupations Education, Articulation (Education), Colleges, College School Cooperation, Community Colleges, Cost Estimates, *Costs, *Curriculum Design, Curriculum Development, Disabilities, Disadvantaged, Educational Cooperation, Educational Mobility, *Educational Trends, *Futures (of Society), Organization, Postsecondary Education, Program Descriptions, *Program Design, Secondary Education, Sex Fairness, Student Characteristics, Teacher Certification, Teacher Education, Teacher Qualifications, Universities

Identifiers—City University of New York, *New York, State University of New York

This final report describes a project to examine the Health Occupations Education program in New York State from a futurist perspective and contains 18 papers presented at meetings. An introduction summarizes activities of the Health Occupations Review Committee that conducted the project and committee meetings. The first 12 papers address these concerns in health occupations education: types of students who enter health occupations education programs; adult students serviced by health occupations education; sex equity futures for health occupations; the education of handicapped students for the jobs of the future; characteristics of disadvantaged students with specific implications for curriculum design; civil rights issues; teacher qualifications, education, and certification; an overview of the health occupations programs of the State University of New York (SUNY); organizational structure of SUNY community colleges; a nursing articulation agreement with a BOCES occupational center; health programs at the City University of New York; and educational mobility in nursing. The final six papers present cost implications of the committee's preliminary recommendations for the reorganization of the New York State Health Occupations Education curriculum. (YLB)

ED 225 008

Manage the Vocational Laboratory. Second Edition.

Module E-9 of Category E-Instructional Management. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Report No.—ISBN-0-914452-78-9

Pub Date—83

Note—63p.; For related documents, see ED 222 751, CE 034 458-459, CE 034 721-725, and note on ED 220 674.

Available from—American Association for Vocational Instructional Materials, 120 Driftmill Engineering Center, The University of Georgia, Athens, GA 30602 (write for price).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Class Organization, *Competency Based Teacher Education, *Educational Facilities Design, *Educational Facilities Planning, Higher Education, Individualized Instruction, Job Skills, Laboratory Equipment, Learning Activities, *Learning Laboratories,

Learning Modules, Teacher Evaluation, Teaching Skills, Vocational Education, *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional management. The purpose of the module is to give educators skill in planning, designing, and organizing the physical facilities of the vocational education laboratory. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes five learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, samples, self checks, checklists, and case studies. Optional activities are provided. Completion of these five learning experiences should lead to achievement of the terminal objective through the sixth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 225 009 CE 034 956

Kimmel, Karen S., Ed. Blank, Joan C., Ed. Technology for Career Information Delivery. Conference Proceedings.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Governors' Association, Washington, D.C.

Pub Date—May 81

Note—99p; Proceedings of the Technological Alternatives for the Delivery of Career Information Conference (Columbus, OH, February 18-20, 1981).

Available from—National Center Publications, Box F, 1960 Kenny Road, Columbus OH 43210 (Order No. SN34-\$3.75; quantity discounts available).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Automation, Bilingual Education, *Career Education, Computer Oriented Programs, Computers, Conference Proceedings, *Delivery Systems, Hotlines (Public), *Information Dissemination, *Information Systems, Microcomputers, *Occupational Information, Postsecondary Education, Secondary Education, State Programs, Technological Advancement, *Technology, Telephone Communications Systems, Visual Impairments, Vocational Education Identifiers—Career Information Systems

These proceedings contain 27 papers developed for a conference at which information was provided on currently available and future technological alternatives for delivery of career information. The presentations by staff of State Occupational Information Coordinating Committees, Career Information Delivery Systems, and hardware vendors are grouped according to the categories of alternatives discussed. The four presentations on automated alternatives cover batch processing, mainframes, telephone linking, and new distributed processing approaches. The next five papers focus on nonautomated alternatives: needs assessment, the SCAN process, microfiche, telephone hot lines, and printed materials. Career information delivery through microcomputer use is addressed in seven papers that consider microcomputer delivery in Kansas; the move from a centralized system in Washington; microcomputer capabilities and costs; microcomputer effects on education; TRS-80 computers; and Winchester drives. The four presentations on special programs cover talking computers for the visually impaired; computer adaptations for braille and bilingual; Project Discovery, a guidance-based, simulated work, career educational system; and Systems Exploration and Research for Career Help (Search). The last seven presentations consider the use of a combination of alternatives to deliver career information in Iowa, Colorado, Georgia, Oregon, Maine, Florida, and Wisconsin. (YLB)

ED 225 010 CE 034 963

Fire Protection Specialist, Blocks I, II, & III, 17-2. Military Curriculum Materials for Vocational and Technical Education.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—415p; For a related document see CE 034 964.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Accidents, Alarm Systems, *Equipment Utilization, *Fire Fighters, *Fire Protection, *Fire Science Education, *First Aid, Guidelines, Hydraulics, Injuries, Lesson Plans, Military Personnel, Military Training, Postsecondary Education, Programmed Instruction, Rescue, Safety, Safety Education, *Technical Education, Workbooks

Identifiers—*Emergency Medical Services, Fire Extinguishers, Fires, Military Curriculum Project

This military-developed text contains the first three blocks of a five-block course for use in training fire protection specialists. Covered in the individual volumes are the following topics: fire protection objectives and responsibilities (fire protection and occupational safety, extinguishing agents, principles and theory of combustion, natural cover fires, portable extinguishers, and protective clothing); breathing apparatus, rescue carries, and emergency first aid (first aid, treating shock, swallowed objectives and choking, poisoning and drugs, wounds, bandaging and splinting, sudden illness, respiratory emergencies, and cardiopulmonary resuscitation); and structural firefighting equipment and accessories (rescue vehicle equipment, pre-fire plans, rescue, alarm room procedures and operations structural firefighting accessories, and fire protection hydraulics). This half of the course includes both teacher and student materials. Among the printed instructor materials provided are lesson plans with an outline of the teaching steps and a plan of instruction detailing the units of instruction, objectives, duration of the lessons, and supportive materials needed. Student materials include three study guides with objectives, text readings, and review questions; three workbooks with exercises; and one programmed text on hydraulics. (MN)

ED 225 011 CE 034 964

Fire Protection Specialist, Blocks IV and V, 17-3. Military Curriculum Materials for Vocational and Technical Education.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—508p; For a related document see CE 034 963.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Equipment Maintenance, *Equipment Utilization, *Fire Fighters, *Fire Protection, *Fire Science Education, Guidelines, Lesson Plans, Military Personnel, Military Training, Postsecondary Education, Rescue, Safety Education, *Technical Education, Workbooks

Identifiers—*Aircraft, *Fires, Military Curriculum Project

This military-developed text contains the fourth and fifth blocks of a five-block course for use in training fire protection specialists. Covered in the individual volumes are the following topics: structural firefighting (operation and maintenance of hydrants, emergency response activities, structural pumps, vehicle positioning and relay, hose operations, hose loads and finishes, hose lays, structural firefighting procedures and operations, preservation of evidence, and fire station maintenance) and aerospace vehicle firefighting (rescue operations, ramp vehicles, procedures for on-scene operations, emergency response exercises, aircraft approach exercises, small-frame aircraft fires, medium-frame aircraft fires, large-frame aircraft fires, and aircraft arresting systems). This half of the course includes both teacher and student materials. Among the printed instructor materials provided are lesson plans with an outline of the teaching steps and a plan of instruction detailing the units of instruction, objectives, duration of the lessons, and supportive materials needed. Student materials include two study guides with objectives, text readings, and review questions as well as two workbooks with exercises. (MN)

ED 225 012 CE 034 965

Environmental Support Specialist, Blocks I and II, 17-4. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—406p; For related documents see CE 034 966-968.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Chemical Analysis, Decimal Fractions, *Environmental Technicians, Fractions, Guidelines, Laboratory Manuals, *Laboratory Procedures, Laboratory Safety, Lesson Plans, Mathematics, Military Personnel, Military Training, Physics, Postsecondary Education, Programmed Instruction, Sanitation, *Technical Education, *Waste Disposal, *Waste Water, Water, Water Quality, *Water Treatment, Workbooks

Identifiers—Military Curriculum Project, *Water Analysis

This military-developed text contains the first section of a four-part course to train environmental support specialists. Covered in the individual course blocks are basic mathematics necessary to the study of waste processing and water analysis as well as waste and waste processing and water and water analysis (basic chemistry, air forced water requirements, sources and characteristics of water, laboratory safety, collecting and labeling water and wastewater samples, water analysis, and wastewater analysis). This section contains both teacher and student materials. Printed instructor materials include lesson plans with an outline of teaching steps and a plan of instruction detailing the units of instruction, the duration of the lesson, objectives, and supportive materials needed. Among those student materials provided are two study guides containing objectives, assignments, text readings, and review questions; two workbooks containing exercises and lab work; three programmed texts on fractions, decimals, and physics; and a laboratory manual. (MN)

ED 225 013 CE 034 966

Environmental Support Specialist, Blocks III & IV, 17-5. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—487p; For related documents see CE 034 965-968.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Chemical Analysis, *Chemical Reactions, *Environmental Technicians, Guidelines, Laboratory Manuals, Lesson Plans, Military Personnel, Military Training, Postsecondary Education, *Quality Control, Sanitation, *Technical Education, Water, *Water Quality, *Water Treatment, Workbooks

Identifiers—Military Curriculum Project

This military-developed text contains the second section of a four-part course to train environmental support specialists. Covered in the individual course blocks are operative principles of water treatment plants (principles of water treatment plants, the clarification process, water systems filters, chemical disinfection, taste and odor control, color control, fluoridation and defluoridation, water distribution systems, and internal corrosion and scale) and specialized water treatment (ion exchangers and controls, electrodialysis demineralization, specialized water treatment, distillation, and field water purification). This section contains both teacher and student materials. Printed instructor materials include lesson plans with an outline of teaching steps and a plan of instruction detailing the units of instruction, the duration of the lesson, objectives, and supportive materials needed. Among the student materials provided are two study guides containing objectives, assignments, text readings, and review questions; two workbooks containing exercises and lab work; and a manual on servicing ion exchangers. (MN)

ED 225 014

CE 034 967

Environmental Support Specialist, Block V, 17-6. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—386p.; For related documents see CE 034 965-968.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Environmental Technicians, First Aid, Guidelines, Lesson Plans, Military Personnel, Military Training, Postsecondary Education, Quality Control, Safety, Sanitation, *Technical Education, *Waste Disposal, *Waste Water, Water Quality, *Water Treatment, Workbooks

Identifiers—Military Curriculum Project, *Radioactive Wastes, Radioactivity

This military-developed text contains the third section of a four-part course to train environmental support specialists. Covered in the individual sections are field sanitation, classes and sources of waste, composition and characteristics of sewage, principles of sewage treatment, primary waste treatment, secondary waste treatment, tertiary waste treatment, chlorination and stream surveys, industrial and radioactive wastes, and safety practices. This section contains both teacher and student materials. Printed instructor materials include lesson plans with an outline of teaching steps and a plan of instruction detailing the units of instruction, the duration of the lesson, objectives, and supportive materials needed. Student materials provided include a study guide containing objectives, assignments, text readings, and review questions; a workbook containing exercises and lab work; and a manual on safety and first aid procedures. (MN)

ED 225 015

CE 034 968

Environmental Support Specialist, Blocks VI & VII, 17-7. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—358p.; For related documents see CE 034 965-967.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Environmental Technicians, *Equipment Maintenance, Equipment Utilization, Guidelines, Lesson Plans, Military Personnel, Military Training, Postsecondary Education, Public Health, Sanitation, *Solid Wastes, *Technical Education, Transportation, *Waste Disposal, *Waste Water, Water Treatment, Workbooks

Identifiers—Military Curriculum Project

This military-developed text contains the final section of a four-part course to train environmental support specialists. Covered in the individual course blocks are maintenance of water and waste processing system components (external corrosion control, cathodic protection, drive equipment, pipelines and valves, meters and recorders, chemical feeders, maintenance of sewage plant equipment, pump maintenance, and wells and well maintenance) and collection, transportation, and disposal of solid waste (solid waste processing, duties of solid waste monitors, solid waste collection planning and procedures, solid waste transportation, solid waste disposal methods and their operation, sanitation in solid waste processing, public health, and nuisance aspects). This section contains both teacher and student materials. Printed instructor materials include lesson plans with an outline of teaching steps and a plan of instruction detailing the units of instruction, the duration of the lesson, objectives, and supportive materials needed. Among the student materials provided are two study guides containing objectives, assignments, text readings, and review questions as well as two student workbooks containing exercises and lab work. (MN)

ED 225 016

CE 034 969

Wentling, Tim L. Piland, William E.

Locally-Directed Evaluation Handbook. Second Edition. User's Guide.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Oct 82

Note—33p.; For related documents, see ED 204 541 and CE 034 970-981.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Educational Assessment, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, Leaders Guides, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, *School Districts, Secondary Education, Technical Education, Vocational Education

Identifiers—Illinois

This guide, the first in a series of 13 publications, is designed to be used for evaluations of local education agencies (LEA) in Illinois. It introduces the series and provides an overview of the 12 local leader guides that follow. Each of these guides describes a specific evaluation activity and suggests purposes, methods, and events for conducting it. The 12 activities are the following: examining student evaluation of instruction, conducting student/employer followup, measuring student competencies, assessing basic skills, assessing student services, assessing special needs services and identification practices, assessing access and equity, evaluating facilities, evaluating instructional materials, analyzing cost-outcome analysis, analyzing community resources, and assessing community needs. The guide contains five sections following the description of 12 evaluation activities in the first section. The second section of the user guide suggests steps in getting ready for locally directed evaluation, such as, why evaluate, what should be evaluated, who should conduct the evaluation, and how to overcome possible barriers to evaluation. The third section of the user guide provides a procedure and task breakdown for conducting the evaluation. For each of the 10 tasks, subtasks and steps are suggested for carrying them out. The final two sections of the document suggest ways of using results and provide samples of documents to be used in the evaluation process. (KC)

ED 225 017

CE 034 970

Wentling, Tim L. Piland, William E.

Student Evaluation of Instruction. Local Leader Guide I. Locally-Directed Evaluation Handbook.

Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Oct 82

Note—20p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Educational Assessment, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, Leaders Guides, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, *School Districts, Secondary Education, Student Attitudes, *Student Evaluation of Teacher Performance, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers six areas: (1) student evaluation of instruction, an activity to collect data for use in making decisions regarding program, course, and lesson planning; (2) provision for individual differences; (3) student motivation; (4) teacher command of subject matter; (5) teaching techniques; and (6) classroom/laboratory/work station operation and control. This activity suggests the use of locally developed questionnaires to identify student ratings of collective or specific areas of instruction and learning. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting this evaluation activity.

The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 018

CE 034 971

Wentling, Tim L. Piland, William E.

Student/Employer Follow-Up. Local Leader Guide II. Locally-Directed Evaluation Handbook.

Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Oct 82

Note—33p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Educational Assessment, *Employer Attitudes, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Followup Studies, Guidelines, Leaders Guides, Outcomes of Education, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, *School Districts, Secondary Education, Technical Education, Vocational Education, *Vocational Followup

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers student follow-up and employer follow-up surveys—activities designed to collect data for use in decisions regarding nearly every aspect of the program. State guidelines for the locally-developed questionnaires for the follow-up surveys are included in the guide. The follow-up information can be used to assess program objectives, to revise courses and programs, and to improve counseling and student services. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting this evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 019

CE 034 972

Wentling, Tim L. Piland, William E.

Measuring Student Competencies. Local Leader Guide III. Locally-Directed Evaluation Handbook.

Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Oct 82

Note—37p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Adult Education, Adult Vocational Education, *Competence, *Educational Assessment, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, Leaders Guides, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Program Improvement, *School Districts, Secondary Education, *Student Evaluation, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers measuring student achievement. This activity is designed to help local instructors and administrators first to expand the scope of their current efforts to assess student attainment of objectives and, second, to increase the number of ways in which the data and information obtained are used in evaluating and improving the total program. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting this evaluation activity. The

third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 020 CE 034 973
Wentling, Tim L. Piland, William E.
Assessing Basic Skills. Local Leader Guide IV. Locally-Directed Evaluation Handbook. Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Oct 82

Note—28p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Basic Skills, *Educational Assessment, Educational Diagnosis, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, Leaders Guides, *Minimum Competency Testing, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Program Improvement, *School Districts, Secondary Education, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers assessing basic skills through a set of activities for making professional decisions regarding remediation, individualized learning, and program and course improvements and for making status reports to various internal and external publics so that they will be more supportive of vocational education. Included in these activities are the following: (1) analyzing course materials to inventory basic-skills learning experiences; (2) reporting findings to administrators and external publics, to other teachers, and to counselors; (3) selecting and administering basic-skills tests in mathematics, oral communications, reading, and writing; and (4) using findings to improve lessons for individual students, programs, and courses for groups of students. The guide has been designed to aid the person who has responsibility for leading this particular activity set. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting this evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 021 CE 034 974
Wentling, Tim L. Piland, William E.
Assessing Student Services. Local Leader Guide V. Locally-Directed Evaluation Handbook. Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Oct 82

Note—28p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, Career Counseling, Career Education, Counseling Services, *Educational Assessment, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, Leaders Guides, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Program Improvement, *Pupil Personnel Services, *School Districts, School Guidance, Secondary Education, Student Employment, Student Organizations, *Student Personnel Services, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers assessment of student services. This activity is specifically directed to three areas associated with student services: (1) guidance services as they relate to counseling, student records, testing, and placement; (2) career information programs as they relate to career information materials and student career interests; and (3) youth organizations. The guide was designed to assist the LEA to determine if it is meeting the needs, interests, and abilities of its stu-

dents as they relate to these services, and is intended to aid the person who has responsibility for assessing student services. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is procedure/task breakdown, which outlines suggested tasks for conducting this evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 022 CE 034 975
Wentling, Tim L. Piland, William E.
Assessing Special Needs Services and Identification Practices. Local Leader Guide VI. Locally-Directed Evaluation Handbook. Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Oct 82

Note—24p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Disabilities, *Disadvantaged, *Educational Assessment, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, Leaders Guides, Limited English Speaking, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Program Improvement, *School Districts, Secondary Education, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, suggests a two-part analysis for assessing the LEA's identification process and service provision to special needs (handicapped, disadvantaged, and limited-English proficient) students. The first part of this activity deals with the assessment of the identification process; the second part focuses on rating the effectiveness of services by staff and students. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting this evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 023 CE 034 976
Wentling, Tim L. Piland, William E.
Assessing Access and Equity. Local Leader Guide VII. Locally-Directed Evaluation Handbook. Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Oct 82

Note—55p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, Adult Education, Adult Vocational Education, Affirmative Action, Civil Rights, Civil Rights Legislation, *Educational Assessment, *Equal Education, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, Leaders Guides, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Program Improvement, *School Districts, Secondary Education, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, is designed to help local education agencies better serve special populations. This activity will help identify existing and potential problems hindering quality educational opportunities for "protected" populations. Further, this evaluation is designed to prepare the agency for an on-site visit by the Civil Rights Compliance review team of the Department of

Adult Vocational and Technical Education (DAVTE). The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 024 CE 034 977
Wentling, Tim L. Piland, William E.
Evaluating Facilities. Local Leader Guide VIII. Locally-Directed Evaluation Handbook. Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Oct 82

Note—20p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Educational Assessment, *Educational Facilities, Educational Facilities Improvement, Educational Facilities Planning, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Facility Guidelines, Facility Requirements, *Facility Utilization Research, Guidelines, Leaders Guides, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Program Improvement, *School Districts, Secondary Education, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers two phases of educational facilities evaluation: the need for new facilities and the adequacy of existing facilities (with the second part receiving greater emphasis). The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 025 CE 034 978
Wentling, Tim L. Piland, William E.
Evaluating Instructional Materials. Local Leader Guide IX. Locally-Directed Evaluation Handbook. Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Oct 82

Note—28p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Educational Assessment, *Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, *Instructional Materials, Leaders Guides, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Program Improvement, *School Districts, Secondary Education, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers the evaluation of instructional materials, both print and audiovisual. The activity is presented in three parts. The first part is an inventory of instructional materials that are currently owned by the LEA. The second is an assessment of the adequacy of these materials, and the third part involves the use of results from both the inventory and assessment. The guide has been designed to aid the person who has responsibility for leading this particular activity (in this case, probably a librarian or media specialist). It includes three sections. The first sec-

tion on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 026 CE 034 979

Wentling, Tim L. Piland, William E.
Assessing Community Needs. Local Leader Guide X.
Locally-Directed Evaluation Handbook. Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—Oct 82

Note—21p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Cost Effectiveness, *Educational Assessment, Educational Benefits, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, Leaders Guides, *Outcomes of Education, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Program Improvement, *School Districts, Secondary Education, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers cost and outcome analysis, a method of relating both monetary and nonmonetary returns to investments for the purpose of improving program planning and decision making. Throughout this activity, the term "benefits" connotes both educational performance and dollar outcomes. Both outcomes and costs are focused on in this activity so that costs are assessed in relation to benefits. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 027 CE 034 980

Wentling, Tim L. Piland, William E.
Analyzing Community Resources. Local Leader Guide XI. Locally-Directed Evaluation Handbook. Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—Oct 82

Note—23p.; For related documents, see ED 204 541 and CE 034 969-981.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Community Resources, *Educational Assessment, *Educational Resources, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, Leaders Guides, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Program Improvement, *School Districts, Secondary Education, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers the analysis of community resources, an activity that has as its primary objective the evaluation of the LEA's use of those resources available in the community, such as businesses, labor unions, and local artisans. The central focus of the activity is on the improvement of the qualitative and quantitative use of those community resources that complement the LEA's occupational education programs. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to

prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 028 CE 034 981

Wentling, Tim L. Piland, William E.
Assessing Community Needs. Local Leader Guide XII. Locally-Directed Evaluation Handbook. Second Edition.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—Oct 82

Note—44p.; Prepared with assistance from William E. Piland. For related documents, see ED 204 541 and CE 034 969-980.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, Demand Occupations, *Educational Assessment, *Educational Needs, Employment Opportunities, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, Leaders Guides, *Needs Assessment, Postsecondary Education, Program Development, *Program Evaluation, Program Implementation, Program Improvement, *School Districts, Secondary Education, Technical Education, Vocational Education

Identifiers—Illinois

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers vocational needs assessment to identify discrepancies between the needs of the community and the school programs available to meet those needs. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section contains supporting documents, including information handouts, example documents, and references. (KC)

ED 225 029 CE 035 384

Wilson, Dottie C. Grady, Kathleen A.
Guide for Trainers. Interdisciplinary Team Training and Humanistic Patient Care for Hospices. Monograph 2.

ELM Inst., Rockville, MD.
Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Associated Health Professions.

Pub Date—Sep 81
Contract—HRA-232-79-0082

Note—77p.; For related documents see CE 034 290-293.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Allied Health Occupations Education, Educational Needs, Health Personnel, Humanism, Humanistic Education, *Interdisciplinary Approach, Medical Education, Needs Assessment, Postsecondary Education, Professional Development, *Staff Development, *Team Training, *Trainers, *Training Methods

Identifiers—*Hospices, *Humanistic Patient Care, Interdisciplinary Health Teams

This monograph, the second in a series of five, provides information for trainers on interdisciplinary team training and humanistic patient care in hospices. Designed to help outside trainers who may be invited by a hospice to conduct its training, the materials help instructors to understand the nature of hospices, to determine whether or not the hospice and the trainer match sufficiently for the training to be effective, and to recommend the appropriate staff members to be trained. The first chapter outlines the purpose of the guide and defines terms pertaining to interdisciplinary teams and humanistic care. Covered next are the hospice concept, the United States hospice organization, hospice staffing and staff characteristics, and unique features of hospices. Alternatives concerning the structure and numbers of participants in training programs are presented. Addressed in a chapter on

the roles of hospice trainers are hospice prerequisites, trainer motivations, the role of the interdisciplinary and the humanistic patient-care trainer, the role of the trainer as a group leader, and trainer self-assessment. Various suggestions from hospice training experience are offered. The final chapter is a guide to later monographs. Appended are the tables of contents of the five monographs and a list of contributors to the series. (MN)

CG

ED 225 030

CG 016 376

Chandler, Louis A.

The Stress Response Scale: A Preliminary Report.
Pub Date—Aug 82

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Behavior Rating Scales, Elementary Secondary Education, Emotional Problems, *Factor Analysis, Personality Theories, *Problem Children, Program Evaluation, *Psychological Evaluation, Psychological Patterns, Test Validity

Identifiers—*Stress Response Scale (Chandler)

Rating scales are increasingly popular in research and clinical studies of children. The Stress Response Scale was developed to test whether a child's behavior rating scale could be constructed based on a theoretical model of personality and if it could be validated by empirical means in order to obtain clinically useful factor scores. The scale was based on a model of personality functioning based on clinical experiences of the common response patterns adapted by children in coping with stress. A series of factor analytic studies done with previous versions of the scale yielded five factors labeled impulsive, passive-aggressive, dependent, repressed (withdrawn), and repressed (anxious) which were consonant with the predicted categories of the model. The results of these studies suggest that empirical evidence exists to support the conceptual model upon which the Stress Response Scale is based and that, while results are preliminary, further development is warranted so that the Scale may be used in future in clinical, community, and school settings. (PAS)

ED 225 031 CG 016 377

Bohle, Monte

Wife Battering: A Systemic Approach to Treatment.
Pub Date—Aug 82

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982)

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Battered Women, *Counseling Techniques, Counseling Theories, Counselor Client Relationship, Family Problems, *Intervention, Models, *Systems Approach, Violence

Identifiers—*Family Violence

Using wife battering as a representative presenting problem, this paper presents an interactional, systematic framework of the therapist's management of clients who are involved in life-threatening situations, e.g., cases including suicidal threats, drug abuse, alcoholism, or child or spouse abuse. Several linear-causal theories of addressing wife-battering are discussed in detail including the victim-aggressor model and the cybernetic or negative feedback/homeostatic model. Common shortcomings of each theory as models for treatment are identified. A systems approach to intervention and treatment is proposed and illustrated with a detailed discussion of how the interactional systems model might work in treatment with an abused wife. This systems approach to treatment for abuse is illustrated in a case example providing initial client presentation of problems and the intervention strategies used. Implications for a wider application of this systems model of intervention are discussed. (PAS)

ED 225 032 CG 016 378

Black, David R. And Others

Developing a Couples Application Form to Predict Weight Loss Success.

Pub Date—Aug 82

Note—5p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). For related document, see CG 016 379.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, *Behavior Modification, Body Weight, Health Programs, Intervention, Obesity, *Performance Factors, Predictor Variables, Spouses

Identifiers—*Marital Satisfaction, *Weight Loss

Individual variability in response to behavioral weight loss programs remains an unresolved and perplexing issue for health psychologists. Determining in advance who will succeed or fail at losing weight would be useful in devising programs that produce a more homogeneous and dramatic response to treatment. In order to examine which responses to an application and a relationship questionnaire relate to weight loss success, 23 couples participated in a 1-year correspondence weight reduction program. One person in each couple enrolled to lose weight and the other agreed to act as helper. Reducers completed an application form recording demographic information, reactions to past attempts at weight loss, and number of previous methods used. Helpers rated their willingness to perform weight-related tasks to help the reducer. Both reducers and helpers completed the Locke-Wallace Marital Adjustment Scale. Analyses of results indicated that better educated reducers and helpers with fewer negative attitudes about past weight loss attempts and fewer prior attempts at losing weight performed better, and that those with partners less willing to aid them or with unsatisfying marital relationships lost the most weight. The findings suggest that the application items and the measure of relationship satisfaction may be useful predictors of weight loss. (PAS)

ED 225 033 CG 016 379

Black, David R. And Others

An Attempt to Shorten the Quest for Weight Loss Predictors.

Pub Date—Aug 82

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). For related document, see CG 016 378.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, Body Weight, Health Programs, Intervention, Obesity, Performance Factors, *Predictor Variables, Program Evaluation, Spouses

Identifiers—*Weight Loss

Health psychologists continue to have difficulty identifying prognostic indicators of weight loss success. Psychological, social, and demographic factors have been examined, but correlations with weight loss are disappointing. Actual behaviors or quantifications of specific actions and historical measures were examined for their validity in identifying reliable predictors of weight loss success. Couples (N=23) participating in a 1-year correspondence weight reduction program in which one person in each couple enrolled to lose weight and the other agreed to act as helper completed questionnaires about body weight history and specific prior attempts at weight loss. At the end of 1 year responses were correlated with loss of absolute weight and percent body fat. Results indicated that there was little correlation between weight history and measures of body change and that the most successful reducers were those who reported the fewest past attempts and the fewest unsuccessful past attempts at weight loss. The findings suggest that actual behaviors and historical measures may be worthy of additional testing by other obesity researchers. (PAS)

ED 225 034 CG 016 380

Hawkins, Mable T. And Others

A Demographic Survey of Home and School Visitor/School Social Work Personnel in the Commonwealth of Pennsylvania.

Pennsylvania Association of School Social Work Personnel.

Pub Date—Jan 82

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attendance, Certification, Demography, Educational Background, Elementary Secondary Education, Home Visits, Occupational Surveys, Personnel Data, Profiles, Pupil Personnel Services, *Pupil Personnel Workers, Quality Control, School Administration, *School Social Workers, State Surveys

Identifiers—Pennsylvania

The job title, "Home and School Visitor/School Social Worker" (HSV/SSW), suggests an ambiguous and unclear job role requiring a diversity of skills and a wide variety of educational credentials. HSV/SSW personnel (N=271) were surveyed to develop an accurate picture of the HSV/SSW as he/she exists in Pennsylvania today. Survey results presented a profile of the average HSV/SSW, including: (1) age and sex (51 to 55 year old female); (2) employer (employed by a public school district); (3) educational background (master's in education or social work); (4) professional status (certified by the Department of Education); (5) experience (9-15 years on the job); and (6) salary (\$1200-1700 per month). The findings suggest the usefulness of a needs assessment to determine the effectiveness of and gaps in HSV/SSW services in Pennsylvania school districts; the adoption of definitive and clear standards for certification of HSV/SSW personnel; the need for improved preparation programs for HSV/SSW personnel; the adoption of continuing inservice training programs for practitioners and administrators; and the creation of additional training programs to prepare new HSV/SSW personnel as replacements for those nearing retirement. (PAS)

ED 225 035 CG 016 381

Fakouri, M. Ebrahim

Others-Concept Information and Ratings of Empathy by Instructors.

Pub Date—Aug 82

Note—8p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Empathy, Higher Education, *Individual Differences, *Nurses, Nursing Education, *Personality Measures, Predictor Variables

Identifiers—Paired Hands Test

Nursing, as a profession dealing with the health care system, places considerable emphasis on empathy, i.e., responsiveness to the feelings of another. To investigate whether individual differences in empathy are reflected in freshmen nursing students' scores on the Paired Hands Test (PHT), which measures the construct of the "others' concept," it was hypothesized that students rated high in empathy by clinical instructors would have high PHT scores and students rated low in empathy by clinical instructors would have low PHT scores. Freshmen nursing students (N=33) completed the PHT, and ratings of empathy were obtained from their instructors. Results showed that scores on the PHT were related to ratings of empathy by instructors, but that the relationship was more pronounced for lower scores than higher scores. Findings suggest that the PHT might be considered another helpful instrument for predicting certain personality characteristics including sensitivity to others' feelings and, as such, may be a helpful index for research and, possibly, for admission decisions. (PAS)

ED 225 036 CG 016 382

Winder, Alvin E.

A Clinical Psychology Training Program Interfaces with the Schools.

Pub Date—Aug 82

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Psychology, *Clinical Psychology, Consultation Programs, Counselor Training, *Graduate Study, Higher Education, Learning Experience, *Pediatrics, Program Descriptions, Psychological Evaluation, *Psychologists, Referral, Student Evaluation, Training Objectives

Identifiers—*University of Massachusetts

This paper describes how clinical child psychologists are trained in a pediatric psychology program and emphasizes their interface with the school. The need for clinical child psychology training is stressed, and training programs for pediatric psychologists and clinical child psychologists are compared. The collaborative pediatric psychology training program by the Baystate Medical Center Pediatrics Department and the University of Massachusetts Psychology Department is described in detail, including areas of training: i.e., clinical, developmental, and psychosomatic theory in both academic and supervised clinical experiences and academic components. A description of the response to school referrals, involving a collaborative team model of consultation characterized by an interdisciplinary approach to evaluation is also provided. A case study is presented to illustrate the collaborative team model of student assessment in the schools. Benefits of the model are discussed. (JAC)

ED 225 037 CG 016 383

Faherty, John K.

Heroin Addiction: Psychosocial Characteristics and Considerations for Treatment.

Pub Date—82

Note—13p.

Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Patterns, *Counseling Objectives, Counseling Techniques, *Drug Addiction, *Drug Rehabilitation, Etiology, Life Style, Literature Reviews, Motivation, Personality Traits, Program Descriptions, *Psychological Patterns

Identifiers—*Heroin

This paper presents a review of relevant medical and psychological literature that addresses the psychological characteristics of heroin addiction and addicts: dependence (both physical and psychological); explanations of the phenomenon of addiction (both medical and behavioral); and other psychosocial views of causation including escapism, tension reduction, and sexuality. Drawing from the review and interviews with ex-addicts and drug abuse counselors, motivational dynamics and the addictive profile are presented. Goals and objectives for treatment and rehabilitation are outlined. Special considerations and possible rehabilitation approaches and methods to resocialize the addict and reinstate him/her into a more conventional role are highlighted. (JAC)

ED 225 038 CG 016 386

Howard-Pitney, Beth Borgida, Eugene

Personal Involvement and the Generalizability of Salience Effects.

Pub Date—May 82

Note—13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attribution Theory, *Bias, Communication (Thought Transfer), Evaluative Thinking, Interpersonal Relationship, Motivation, Perception, Social Attitudes, *Social Cognition

Identifiers—*Personal Involvement, *Salience Effects

Previous research in social cognition has established that "top of the head" processing is a robust inferential bias, even in engrossing task situations. Three experiments were conducted to examine the generalizability of perceptual salience effects. In each experiment, salience was manipulated by varying the visual prominence of discussants in a two-person conversation. In two experiments involvement was manipulated, and in a third experiment, involvement was operationalized as a subject variable. Analyses of results showed that, as expected, ratings of highly involved perceivers reflected more systematic processing of message arguments, regardless of which discussant was visu-

ally salient, whereas ratings of less involved perceivers reflected "top of the head" processing. The findings suggest that the study of personal involvement is a fruitful direction for social cognition researchers. (Author/JAC)

ED 225 039 CG 016 387
Kolotkin, Richard A. Wielkiewicz, Richard M.

The Effects of Assertive Training on Self-Reported Assertive Ability, Social Skill Knowledge, and Social Self-Efficacy for Trained and Untrained Spouses.

Pub Date—May 82

Note—23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, *Assertiveness, Behavior Change, *Counseling Effectiveness, Counseling Techniques, Generalization, *Interpersonal Competence, *Interpersonal Relationship, Personality Change, Skill Development, *Spouses, Training

Assertive training interventions have become increasingly popular for teaching specific life skills to individuals, but spouses are rarely involved. To study the effects of training on marital relations and social skill, assertive training was conducted with married individuals ($N = 4$ couples) reporting less assertive ability than their spouses. Data indicated that trained subjects reported increased assertive ability and lowered social anxiety. Untrained spouses reported decreased assertiveness, increased social anxiety, decreased frequency of social anxiety, decreased social skill knowledge, and decreased social self-efficacy at followup. Marital relations were not influenced by training. Role play assessments of assertion indicated that all subjects performed more assertively after training but the effects did not generalize to novel assessment situations. The findings suggest that exposure to assertive training, even in the absence of behavioral change, may have adverse effects on the social skill of the untrained partner and assertive trainers should be alert to the potential risks of unilateral spousal training. (Author/JAC)

ED 225 040 CG 016 388
Lokken, Mary

Weight: Helping Kids Keep It Off!

Pub Date—Mar 81

Note—16p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Body Image, *Body Weight, Change Strategies, Educational Experience, Elementary Education, *Elementary School Students, *Group Counseling, *Health Education, Physical Development, Program Descriptions, Program Effectiveness, Reinforcement, *School Counseling, Self Concept

Identifiers—*Weight Maintenance

This paper describes a group counseling weight loss program, Weight Group, for elementary school students who are already overweight for their age and body structure. The selection procedures for group members and the general format of the sessions are outlined, and the need for confidentiality is stressed. The rules for Weight Group members are listed and a typical format for a session, including activity descriptions and time allotments, is given. Activities suggested include charting of progress and special group recognition for successful weight losers. A series of eight stimulus activities, designed to help teach proper nutrition and alternatives to junk foods, are described. Parental involvement is suggested if the program is to succeed and if those who lose weight are to receive the necessary reinforcement to keep it off. Exhibit A is a sample letter to parents describing the program and requesting parental permission for the child's involvement. Exhibit B is a sample progress report to be sent home to parents during the course of the program. Exhibit C is a list of rules for parents of children in Weight Group, and Exhibit D is a sample check sheet for group participants to record progress. (JAC)

ED 225 041 CG 016 389
Rhodewalt, Frederick Nahavandi, Afsaneh

Reactions to Perceived Loss of Control: Self-Attribution and the Type A.

Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.

Pub Date—Aug 82

Grant—NIH-BRS-RR-07092

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, *Behavior Patterns, *Coping, Feedback, Individual Differences, Individual Power, *Locus of Control, Males, Performance Factors, Stress Variables

Identifiers—*Type A Behavior

The Type A behavior pattern, an independent risk factor for coronary heart disease, has been characterized as a response style for coping with perceived threats to control. Recent research suggests that self-attributional biases may play a role in the Type A's sensitivity to loss of control. Attributional mediation of Type A's experience of stress was explored using Type A and B males ($N=40$) who performed a problem solving task and were led to believe that their correct responses would reduce the number of aversive noise bursts they heard. While all subjects heard the same amount of noise, half received contingent failure performance (Perceived Control, PC), and half received noncontingent failure performance feedback (No Perceived Control, NPC). While there were no differences in attributions that Type A's and B's made for their performance in the PC condition, in the NPC condition, Type A's made more extreme self-attributions, and perceived the noise bursts as more stressful than PNC B's. The results for performance revealed a possible trend of Type A's to manifest performance decrements on a similar task, whereas Type B's did not. Both Type A's and B's appeared to show facilitated performance in the NPC condition on a different task. The results suggest that attributional differences between Type A's and B's contribute to their differential responses to loss of control. (Author/JAC)

ED 225 042 CG 016 390
Ambrosino, Robert J.

Model Adoption Exchange Payment System: Technical Specifications and User Instructions.

Management Directions, Austin, TX.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Child Welfare League of America, Inc., New York, N.Y.

Pub Date—Apr 82

Note—84p.; For related document, see CG 016 391.

Pub Type—Guides - Non-Classroom (055) — Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adoption, Child Welfare, *Delivery Systems, Models, National Programs, Operating Expenses, *Placement, Program Development, *Resource Allocation, Social Agencies, Social Work

Identifiers—*Model Adoption Exchange Payment System

This user's manual, designed to meet the needs of adoption exchange administrators and program managers for a formal tool to assist them in the overall management and operation of their program, presents the Model Adoption Exchange Payment System (MAEPS), which was developed to improve the delivery of adoption exchange services throughout the United States and to ensure adequate reimbursement to adoption exchanges for costs incurred in the adoption exchange process. Part 1 of the manual describes MAEPS (a six-component full service system which includes traditional adoption exchange services, i.e., registration, listing, matching, recruiting, plus two additional services - training and technical assistance and advocacy/public relations). The materials present the technical specifications for using the System, including step by step instructions for establishing a MAEPS program, sample data collection forms, report formats, computational formulas, and recordkeeping procedures for the total reimbursement process. Part 2 of the manual provides user instructions, including time-recording procedures and directions for case and activity records and management reports. The ap-

pendices contain standard instructions for computing adoption exchange expenditures and an annual casework hours worksheet. (JAC)

ED 225 043 CG 016 391

Ambrosino, Robert J.

Decision Making under Uncertainty: The Case of Adoption vs. Foster Care.

Texas Univ., Austin.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—Nov 81

Grant—ACYF-90-CO-1979

Note—74p.; For related document, see CG 016 390. Prepared by the Adoption Resource Center.

Cover title—Decisions Analysis: Adoption vs. Foster Care.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, *Adoption, Child Welfare, Comparative Analysis, *Decision Making, Delivery Systems, Evaluation Methods, Financial Support, *Foster Care, Program Descriptions, *Resource Allocation, *Social Services, Social Work

Identifiers—Colorado State Department of Social Services, *Decision Analysis Technique

This report provides a detailed description of Decision Analysis, a program designed to help social services administrators make informed judgments about the impact of implementing various program alternatives which compete for funding. A familiar example, whether to place a child in long term foster care or a permanent adoptive home is used to highlight the use of the decision analysis tool. The materials reflect reimbursement guidelines for the State of Colorado. The procedures described include structuring the decision problem, assigning even probabilities and costs, and determining expected values. An extensive series of charts and figures illustrate the process described. Sensitivity analysis conducted to determine the effects of changes in assessment on various strategies under investigation is also discussed. The use of information provided by the decision analysis is detailed. An extensive reference list and a selected bibliography are also included. Appendix A provides notes on computing the present value of money; Appendix B contains the adoption components and purchase of service reimbursement formula; Appendix C is a glossary of common terms used in Decision Analysis; and Appendix D provides notes on computing the Expected Preference Criterion. (JAC)

ED 225 044 CG 016 392

Stricker, George

Peer Review: The CHAMPUS Program.

Pub Date—Aug 82

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Clinical Psychology, Cost Effectiveness, Delivery Systems, *Evaluation Methods, Fringe Benefits, *Health Insurance, *Military Personnel, *Peer Evaluation, Program Descriptions, Program Evaluation, *Psychological Services, Psychologists

Identifiers—*CHAMPUS Program

This paper examines the use of the peer review system in evaluating out-patient clinical services for a third-party payer seeking justification for payment of services. Peer review is defined as a process by which one professional, in an official capacity, makes a judgment about a co-professional in a matter involving professional functioning. The contracts between psychologists and psychiatrists and CHAMPUS (Civilian Health and Medical Program of the Uniformed Services), a health benefit program for retired military personnel and military dependents, are discussed. The review process is followed from the third-party payer request for an evaluation to disposition of the case. Similarities between the review systems implemented for CHAMPUS and the private insurance companies are reviewed, and the selection of reviewers is discussed. Criticisms of the project are noted, particularly regulations directed against the third-party payer, the mechanics of implementation of the system, accountability issues, and specific review criteria. Responses to these criticisms are cited, including criteria modifications, additional re-

search, and a review of recommendations from the CHAMFUS National Advisory Panel. (JAC)

ED 225 045 CG 016 393

Aging and the Work Force: Human Resource Strategies. An Information Paper Prepared for Use by the Special Committee on Aging, United States Senate, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date—Aug 82

Note—72p.; Some portions may not reproduce clearly because of small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Age Discrimination, Aging (Individuals), Case Studies, *Employees, *Employment Patterns, *Employment Practices, Gerontology, *Human Capital, *Labor Force, Literature Reviews, Middle Aged Adults, Retirement Benefits, Social Attitudes, State of the Art Reviews

This information paper explores the need for age-neutral functional criteria in the human resources management system and the need for managers to review currently accepted employment policies. Population patterns, labor force profiles, and labor force projections are reviewed. The paper examines the effect of retirement policies and considers social security, pensions, and trends toward early retirement. Changing economic factors and the growing legal phenomenon of age discrimination are discussed. Some approaches for accommodating, developing, and utilizing older workers are explored. Selected case studies from the General Foods Corporation, Aer Lingus Airlines, and the Air Traffic Controllers' Second Career Program are used to illustrate how organizational change and training strategies can build on the strengths of experienced workers. The paper concludes with suggestions for developing responsive programs along with references and an annotated bibliography. (JAC)

ED 225 046 CG 016 394

Spawart, Andrew C.

Teaching about Alcohol Abuse in a High School Setting: A Preventive or Total Abstinence Approach?

Pub Date—82

Note—9p.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Education, *Course Content, Delinquency Prevention, Drug Abuse, Ethical Instruction, Foreign Countries, *High School Students, *Moral Values, Peer Influence, Program Descriptions, Secondary Education, Social Values, *Teacher Attitudes, *Teaching Methods

Identifiers—*Canada

This paper compares two approaches to teaching a course on alcohol abuse to high school students. The importance of the teacher's basic personal beliefs in selecting a theme and determining the goal of the course are described in terms of the two directions a course can take, i.e., that drinking is morally wrong, or that moderate, controlled drinking is acceptable. The influence of peers and the effect of a communication gap between teacher and students are considered. Of the two possible goals, total abstinence and prevention of alcoholism, the latter is suggested as the best approach for helping students make individual decisions about the use of alcohol as well as for developing a preventive-type, long-term program in general. (JAC)

ED 225 047 CG 016 395

Revenson, Tracey A.

Predictable Loneliness of Old Age: Dispelling the Myth.

Pub Date—23 Aug 82

Note—26p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Adults, *Age Differences, *Aging (Individuals), Gerontology, Interpersonal Relationship, *Life Satisfaction, *Loneliness, Social Isolation, Social Problems, Social Science Research, State of the Art Reviews, *Stereotypes

Ageism has taken its place beside sexism and racism not only in society but also in the arenas of social science research and policy. Survey data obtained from an extensive questionnaire published in three North American daily newspapers in 1980 from 2,026 adults, aged 18-90, were examined to debunk the myth of loneliness in old age. The data revealed that older people tended to be less lonely than their young or middle-aged counterparts. Older people who lived alone were no less satisfied with the quality of their social lives than those who lived with others. An expressed dissatisfaction with available relationships was a more powerful indicator of loneliness. A social-ecological approach to studying the socially defined problems of aging was supported. Because these problems have no single or simple cause, the findings suggest that the results should be studied using multiple levels of analysis and multiple perspectives in a lifespan framework, stressing the interplay between personal and environmental factors. (Author/JAC)

ED 225 048 CG 016 396

Jones, Gloria J.

Mismatch Invisible Underemployment and Male Competency.

Pub Date—Aug 82

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competence, *Education Work Relationship, *Employment Potential, Job Performance, Job Satisfaction, *Males, Occupational Aspiration, *Racial Differences, Self Concept, *Underemployment, Well Being

Identifiers—*Mismatch Invisible Underemployment, *Self Efficacy

Mismatch invisible underemployment is defined as a condition in which a person with a given level of education receives less than he/she should in terms of income and prestige. To examine the relationship between mismatch invisible underemployment and male competency and to determine the degree to which mismatch invisible underemployment affects a man's ability to function competently, employed black and white household heads (N=341) were interviewed as part of the 1981 Detroit Area Study. Results indicated that there was an inverse relationship between mismatch invisible underemployment and male competency as measured by self-efficacy. However, this relationship was only significant for whites but not for blacks. This finding suggests that this difference may have been due to the small sample size of blacks (N=48) compared to whites (N=290). (Author/JAC)

ED 225 049 CG 016 397

Wolf, Fredric M.

Meta-Analytic Applications in Program Evaluation.

Pub Date—Aug 82

Note—27p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Data Analysis, Elementary Secondary Education, *Evaluation Methods, Higher Education, Literature Reviews, Pretests Posttests, *Program Effectiveness, *Program Evaluation, Psychological Evaluation, *Research Methodology, Student Evaluation

Identifiers—*Meta Analysis

In a variety of psychological and educational situations, it is desirable to be able to make database evaluative summary statements regarding the impact of a given program. Certain procedures typically used in meta-analytic studies that review and integrate results from individual studies, such as combined tests and measures of effect size, are particularly well suited for program evaluation in certain situations. This paper describes a number of such situations, briefly reviews the literature on combined tests and effect size, and provides several illustrative numerical examples of their application

in program evaluation. The three examples illustrate the practical utility of using combined tests and measures of effect size in program evaluations in situations where data are available either cross-sectionally, or on successive occasions, or on independent components of a larger program. The materials suggest that measures of effect size are clearly valuable in providing potential insight into the differential impact of a given program, information that is more obscured when relying solely on statistical tests. (Author/JAC)

ED 225 050 CG 016 398

Tims, Frank M.

Assessing Treatment: The Conduct of Evaluation within Drug Abuse Treatment Programs. Treatment Research Report.

Spans Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

Report No.—DHHS-ADM-82-1218

Pub Date—82

Contract—NIDA-271-78-4629

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinics, *Drug Abuse, *Drug Rehabilitation, Evaluation Methods, *Federal Programs, *Program Effectiveness, *Program Evaluation, Staff Role

The need for evaluation of drug abuse treatment programs has been generally recognized and mandated by law since 1976. To learn to what extent such evaluations are actually performed and to obtain information about those evaluations, drug abuse treatment programs receiving federal funds in 1979 were surveyed. Questionnaires were sent to a random sample of programs (N=628), with 341 responding (54%). Among the questions asked were the number of actual evaluations conducted, the way data were collected and analyzed, and the sources of the evaluation personnel. Responses were tabulated in terms of three categories of evaluation, i.e., in-treatment, follow-up, and process/cost. Results indicated that substantial numbers of programs receiving National Institute for Drug Abuse funding at the time of the survey had conducted recent evaluations of their programs. In-treatment evaluation was the most prevalent type of evaluation conducted, with follow-up evaluation conducted by 20% of the programs surveyed. Among the seven major conclusions were that: (1) larger treatment programs with greater resources were more likely to carry out evaluation; (2) program staff involvement in the evaluation process was widespread; and (3) significant changes in program operations resulted from the various program evaluations. (FAS)

ED 225 051 CG 016 399

Missing Children's Act. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session on H.R. 3781. (November 18 and 30, 1981). Serial No. 33.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date—Nov 81

Note—131p.; Some pages may be marginally reproducible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Advocacy, *Children, *Clearinghouses, Federal Legislation, *Federal Programs, Hearings, Information Centers, Parent Child Relationship, Parents, *Victims of Crime

Identifiers—Congress 97th, *Missing Persons

This booklet presents proceedings from hearings on H.R. 3781, the Missing Children's Act, legislation which proposes the establishment of a centralized computer system that would become a national clearinghouse of information on missing children and would expedite the efforts of both parents and police in locating and identifying dead and/or missing children. The materials provide evidence currently in the public record about the increasing national tragedy of missing children, and the testimony of: (1) knowledgeable legislators; (2) parents who have experienced the frustrations of trying to locate first their kidnapped son and then his murderer; (3) experts, e.g., a doctor specializing in forensic pathology, who becomes involved when a child is reported missing or is found dead or alive; and (4) the Assistant Director of the Federal Bureau

of Investigation's Technical Services Division. Also included are excerpts from the National Crime Information Center Newsletter; testimony from the Executive Director and a forensic psychologist for Child Advocacy, Inc., a non-profit corporation dedicated to improving systems and services for children; case studies of missing children; and additional material pertaining to the proposed legislation. (PAS)

ED 225 052 CG 016 400

Gorman, Margaret

The Faith Development of Selected Adult Couples.

Pub Date—82

Note—33p.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Development, Adults, *Beliefs, *Family Life, Moral Development, Moral Issues, *Moral Values, *Religious Factors, Spouses, Values

Identifiers—*Fowler Stages of Faith, *Kohlberg Moral Judgment Interview

Theories and studies of adult development are largely confined to adult male career development and ignore a moral or faith dimension of adult development. To determine the faith and moral dimension of adult couples, three hypotheses were examined, i.e.: (1) religion is a significant dimension in their consciousness; (2) the family is integrally related to their faith development; and (3) their level of faith and moral development correlates with stage four (Individuating Reflexive Faith) of James Fowler's stages of faith. Middle-class couples (N=11) of various religious denominations participated in a 4-hour biographical interview and answered inquiries about their chief concerns and joys, religious views, and feelings about prayer and the meaning of life. Quantifiable results were computed according to Fowler's faith stages and Kohlberg's moral stages. Results, in general, confirmed the hypotheses. Religion was a vital dimension in the lives of those interviewed. The findings challenge the cognitive approach to faith suggested by Fowler because the relational and prayer aspect of faith appears to have meaning for the agnostics interviewed as well as the church-affiliated couples. (PAS)

ED 225 053 CG 016 401

Garley, Anne L.

Court-Mandated Counseling for Men Who Batter: A Three-Day Workshop for Mental Health Professionals. Participant's Manual.

Center for Women Policy Studies, Washington, D.C.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date—81

Grant—ACYF-90-CW-2189; LEAA-79-TA-AX-0024; LEAA-80-FG-AX-0073

Note—126p.

Available from—Center for Women Policy Studies, 2000 P Street N.W., Suite 508, Washington, DC, 20036 (\$10.00 per copy).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Battered Women, Counselors, *Counselor Training, Court Role, Crisis Intervention, Family Problems, *Males, Spouses, Therapeutic Environment, *Training Methods, *Violence, *Workshops

The purpose of this manual is to provide a written tool for those participating in a 3-day workshop designed to train mental health professionals from diverse settings and communities to counsel court-mandated batterers. The manual consists of: (1) an outline of the workshop; (2) an introduction; (3) six chapters/sections; (4) notes; and (5) three appendices. The introduction includes the purpose of the manual, the philosophy underlying court-mandated treatment for those who batter, and background information. Section I defines battering, discusses the causes of battering, and delineates the characteristics of men who batter. Section II states the treatment goals and objectives for counseling those who batter. Section III describes the assessment process which is divided into three phases, i.e., gathering initial information for crisis intervention, gathering information for treatment, and developing ongoing assessment. Section IV describes the therapeutic treatment for men who batter, while Section

V describes a model counseling program for men who batter. Section VI focuses on therapeutic issues, e.g., effectiveness of court-mandated counseling, cultural and ethnic variables, and religious factors. Appendix A contains an annotated reference/resource list. Appendix B includes practice principles for helping battered women, and Appendix C provides a general information sheet about the workshop for participants. (PAS)

ED 225 054 CG 016 402

Chapman, Gordon R., Ed. And Others

Harassment and Discrimination of Women in Employment. Working Paper Prepared for the Conference on Harassment in the Workplace (Washington, DC, July 7-9, 1981).

Center for Women Policy Studies, Washington, D.C.

Pub Date—81

Note—64p.

Available from—Center for Women Policy Studies, 2000 P Street, N.W., Suite 508, Washington, DC 20036 (\$10.00 per copy).

Pub Type—Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil Rights, Civil Rights Legislation, *Employed Women, Employee Attitudes, Employer Attitudes, *Employer Employee Relationship, *Equal Opportunities (Jobs), Females, Feminism, *Sex Discrimination, *Sex Fairness, *Sexual Harassment, Social Bias, State of the Art Reviews

The problem of harassment of women in the workplace has received increasing attention from government agencies, Congress, and the courts in recent years. This growing general awareness of the problem of harassment and sex discrimination by both employers and employees is being made more acute by women's growing demands for career opportunities equal to men as well as for egalitarian, non-discriminatory, and harassment-free working conditions. The demand for solutions is therefore increasingly insistent. The alternative remedies open to women employees reflect alternatives for employers as well. The choices are that either ways are found for dealing effectively with the problem within the organization through fair administrative regulations and effective grievance procedures, or ways will be found outside the organization in the courts and through advocacy efforts. Either way, these choices cannot be made by the perpetrators or victims. Self-policing of harassment and discrimination is not possible in a system which promotes it, and effective complaint is not possible where there is ignorance of alternatives and intimidation. Given these circumstances, if regulations are to come from within the organization, as is generally desired, change must be initiated and implemented from the very top levels of administration. (Author/PAS)

ED 225 055 CG 016 403

King, Nancy R. Marvel, Marjory G.

Issues, Policies and Programs for Midlife and Older Women.

Center for Women Policy Studies, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—82

Note—179p.

Available from—Center for Women Policy Studies, 2000 P Street, N.W., Suite 508, Washington, DC 20036 (\$10.00 per copy).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Development, Aging (Individuals), *Females, *Middle Aged Adults, *Midlife Transitions, Policy Formation, Program Descriptions, Program Design, *Program Development, Program Evaluation, Self Actualization, *Social Problems

Because new programs are being developed throughout the country to address the needs of midlife and older women, the Center for Women Policy Studies in Washington, DC, conducted a survey of selected programs and prepared a report based on the results. The Center's purpose was to establish a network through which professionals involved in issues and programs for midlife and older women could exchange ideas, information, and support, and to determine the extent to which the programmatic needs of women over 45 were being met and by whom. Section I provides an overview of the status of midlife and older women in the United States and

the major issues and policies which affect them. Section II presents a brief history and description of program and policy developments which benefit midlife and older women. Section III contains descriptions of the 28 programs in the survey, along with a discussion of the survey methodology, an analysis of the survey findings, a conclusion, and recommendations for future program development. In Section IV, a list of selected resources is provided to facilitate further investigation. This report may be useful to program planners, policy-makers, and practitioners engaged in the design, implementation, and evaluation of program models, service delivery systems and policies which affect women in the second half of their lives. (PAS)

ED 225 056 CG 016 404

Neel, Robert G. And Others

Differences in Comparative Studies of Authoritarian-Personality Characteristics across Culture, Language, and Methods.

Pub Date—Apr 82

Note—11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authoritarianism, College Students, Comparative Analysis, *Cross Cultural Studies, *Cultural Differences, Foreign Countries, Higher Education, *Individual Differences, *Personality Traits, Research Methodology, Test Bias

Identifiers—*Turkey
Research has characterized Turkish culture as very authoritarian in terms of family attitudes. To determine if any of the cultural differences in authoritarian personality scores are due to differences in language or measuring instruments rather than cultural differences in personality traits, university students from the United States and Turkey were compared on three scales measuring authoritarian personality, i.e., the Rokeach Dogmatism Scale, the F-Scale, and the A-Scale. The students were divided into three groups: T/E which attended a Turkish university with classes taught in English; T/T which attended a Turkish university with all classes taught in Turkish; and A/E which attended a midwestern university in the United States. Results showed a clear inter-cultural difference in authoritarian personality characteristics; differences were due to disparities between the A/E and T/T cultural language groups. The American culture group displayed a significantly lower level of authoritarianism compared to a higher level in the Turkish culture group. The findings suggest the effect of measurement instruments on inter-cultural differences in intermeasure comparisons, indicating a response format effect on subject self-ratings of personality characteristics. (JAC)

ED 225 057 CG 016 405

Morahan-Martin, Janet

The Relationship of Fertility Values and Selected Personality Factors.

Pub Date—Aug 82

Note—8p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Birth Rate, *Children, College Students, Expectation, Family Planning, Higher Education, *Motivation, *Personality Traits, *Sex Differences, Student Attitudes, *Values

Identifiers—*Efficacy
The past decade has witnessed a growing interest in parental motivation, but little is known about the psychological factors underlying fertility rates and motivation. To examine the relationship of individual personality factors and expected family size and specific values about having children, 341 college students completed a questionnaire, the Value of Children Scales, and the Personal Values Abstract Scales. No differences were found in fertility expectations by gender, nor were fertility expectations related to the personality variables (femininity, socialization and efficacy). Gender differences were found in the value placed on children. Specific values about children were differentially related to personality factors with efficacy showing the strongest relationship. Fertility expectations were also related to the specific values about children. The findings confirm that men and women value children differently. (Author/JAC)

ED 225 058 CG 016 406

Rolman, David B. Mayer, Jeffrey P.
Fidelity and Reinvention in the Implementation of Innovations.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Aug 82

Grant—NSF-ESI-7920576-01

Note—21p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), Elementary Secondary Education, Evaluation Methods, *Innovation, *Organizational Change, *Program Development, *Program Effectiveness, *Program Evaluation, Social Science Research

The field of social innovation policy can presently be seen as divided into two opposing camps: pro-fidelity and pro-adaptation. The former conceptualizes innovations as consisting of a number of relatively well specified components, and argue that rigorously developed, evaluated programs should be implemented with close correspondence to validated models. The latter argues that differing organizational contexts and practitioner needs demand on-site modification. To provide empirical evidence about the pro-fidelity position, seven innovative social programs developed and disseminated nationwide by various public sector organizations (schools, city agencies, prisons, courts) using federal funds were studied. Methods for measuring program fidelity and effectiveness across sites were developed. Results supported the two pro-fidelity assumptions. Four of the seven programs exceeded the acceptable level of fidelity, while the remaining three were in the acceptable range. The second assumption was supported by a significant correlation between fidelity and effectiveness. However, despite the overall support, there was considerable cross-program variation. (Author/JAC)

ED 225 059 CG 016 407

Fincham, Frank O'Leary, K. Daniel
Affect in the Eighties: A New Direction in Behavioral Marital Therapy?

Pub Date—Aug 82

Note—11p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). Best copy available.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Affective Objectives, Attitude Measures, *Behavior Modification, Counseling Techniques, *Counseling Theories, Higher Education, *Interpersonal Relationship, *Marriage Counseling, *Spouses

Identifiers—*Marital Satisfaction

A defining feature of behavior therapy is its application of general psychological principles and its consequent responsiveness to developments in general psychology. However, there are indications that a new movement already labeled in behavioral circles as "affect in the eighties" may be influencing the cognitive behavior therapy of the seventies. Distressed couples (N=58) and couples who responded to a newspaper ad (N=96) participated in a study to assess affect in marriage and its position in the behavior-cognition-affect linkage. The revised Positive Feelings Questionnaire (PFQ) correlated with spouses' ratings of affective responses to hypothetical positive actions by their spouses. Positive feelings toward a spouse were not correlated with age, education, or income. Women in the distressed group had lower PFQ scores than women in the nondistressed group. The data suggest that behavioral marital therapists should consider how to modify affective responses and that the PFQ can aid such exploration by assessing spouses' feelings. (JAC)

ED 225 060 CG 016 408

Summary Report on Dropouts: Reasons for Dropping, Percent of Absences, Transfers, and HPM/ADM Ratio Graphs, 1981-82. Research Services Report No. 55:08/82/83:502, Phoenix Union High School District, Ariz. Research Services.

Pub Date—82

Note—48p; For related documents, see ED 209 265 and ED 209 317.

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attendance, *Declining Enrollment, *Dropout Characteristics, Dropout Research, *Dropouts, *Enrollment Trends, High Schools, *Racial Differences, School Holding Power, Student Alienation, Transfer Students

Identifiers—*Phoenix Union High School District AZ

During the past several years the Phoenix Union High School has experienced a phenomenal decline in enrollment and a high dropout rate. To focus on enrollment statistics, number of dropouts, causes for dropping out, number of dropouts by race, percent of absences, and transfers, computerized data received from district high schools were analyzed. Some of the results showed that poor attendance was cited as the main reason for dropping out. Hispanics comprised the greatest percentage of dropouts, i.e., 25%. Orientals had the lowest number enrolled and the fewest number of dropouts within the minority category. Student plans after withdrawal were largely unknown; many students were unable to be contacted; of those who were contacted, "undecided" was their most common answer as to future plans. Numerous statistical tables are provided to illustrate the findings. (JAC)

ED 225 061 CG 016 409

Lord, Charles G. And Others
Individual Self-Schemas and Processing Information about the Self.

Pub Date—Aug 82

Note—17p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). Best copy available.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, *Cognitive Processes, College Students, Higher Education, Individual Differences, Metacognition, *Personality Traits, *Responses, *Schemata (Cognition), *Self Concept, *Self Evaluation (Individuals), Student Characteristics

Identifiers—*Self Schemas

Self-schemas are knowledge-structures that organize information relevant to the "self." Research has demonstrated that persons who are schematic (versus aschematic) for a particular trait process self-relevant information on that dimension more efficiently. To determine whether individual self-schemas are organized into relatively schematic and aschematic trait domains by conceptually replicating previous research on an intra-individual rather than inter-individual level, 37 undergraduates completed prose descriptions, self Q-sorts, self-referent judgments, behavioral examples, and analyses of counterschematic information. As predicted, subjects made faster self-referent judgments, provided more behavioral examples, and better resisted disconfirmation for individually schematic than for individually aschematic traits. The findings suggest that individuals differ in the trait domains for which they are schematic and aschematic, a concept that may have important implications for future research on the "self." (Author/JAC)

ED 225 062 CG 016 410

Breckler, Steven J. Greenwald, Anthony G.
Individual Differences in the Processing of Information about Oneself.

Pub Date—Aug 82

Note—8p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Cognitive Processes, Cognitive Style, Evaluation Methods, *Individual Differences, *Metacognition, Personality Measures, *Personality Traits, *Responses, *Self Concept, Self Evaluation (Individuals)

Recent experiments have shown that people process information about themselves more efficiently than other kinds of information. To investigate individual differences in the processing of self-relevant information, subjects (N=41) rated the self and other-applicability of 90 traits and completed nine standard personality scales. Several measures were derived from the trait ratings: one represented the degree to which judgments set the subject apart from others in a favorable direction and another

served as an index of the favorability of self-appraisal judgments. These derived measures yielded significant correlations with several personality scales including Repression-Sensitization and Social Desirability. The findings suggest that those higher in self-esteem spend less time thinking about themselves, a factor that may represent a cognitive aspect of self-esteem. (Author/JAC)

ED 225 063 CG 016 411

Duffy, Michael

Crisis Intervention with Older Persons: State of the Art and Clinical Applications.

Pub Date—Apr 81

Note—16p; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).

Pub Type—Information Analyses (070) - Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Adult Development, Coping, *Counseling Techniques, *Crisis Intervention, Gerontology, *High Risk Persons, Mental Health Programs, Models, Nursing Homes, *Older Adults, State of the Art Reviews, *Stress Variables

A basic tenet of this paper is that the concept of crisis and crisis management has developed as a central issue within the fields of community psychiatry, psychology, and mental health, but that little systematic attention has been devoted to a particular subgroup at risk, i.e., older persons. Both theoretical background and clinical implications for crisis management, especially in long-term care settings, are discussed. Important differences for the elderly that warrant attention are examined, including the type, perception of, and number of stressful events which can precipitate crises, e.g., nursing home residents who are exposed to an alarming number of these events as a direct result of entry into the nursing home. Three levels and types of crisis intervention are proposed to help older persons in crisis situations, including preventive, clinical, and problem-solving approaches. (Author/JAC)

ED 225 064 CG 016 412

Comprehensive Smoking Prevention Education Act. Hearings before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 5653 and H.R. 4957 (March 5, 11, and 12, 1982).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

Report No.—House-Doc-97-106

Pub Date—Mar 82

Note—544p; For related document, see CG 016 413. Available in microfiche only due to marginal legibility of some pages.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Cancer, *Consumer Education, *Federal Legislation, *Government Role, *Health Education, Hearings, Heart Disorders, High Risk Persons, *Prevention, *Smoking, Tobacco

Identifiers—Congress 97th

This book contains proceedings from legislation designed to improve public awareness about the health effects of smoking. The texts of both proposed bills on the Comprehensive Smoking Prevention Education Act are included. Testimony of citizens and health experts is provided that relates personal experiences as well as medical evidence dealing with smoking and cancer and heart and lung disease. Statements from representatives of the tobacco industry question the need for the bills and the issues of strengthening the present cigarette warning label and cigarette advertising. The role of the federal government in stimulating smoking research is also discussed. (JAC)

ED 225 065 CG 016 413

Comprehensive Smoking Prevention Education Act. Appendix to Hearings before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 5653 and H.R. 4957 (March 5, 11, and 12, 1982).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

Report No.—House-Doc-97-107

Pub Date—Mar 82

Note—811p; For related document, see CG 016 412. Available in microfiche only due to small print size and marginal legibility of some pages.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF05 Plus Postage. PC Not Available from EDRS.

Descriptors—Cancer, *Consumer Education, *Federal Legislation, *Government Role, *Health Education, Hearings, Heart Disorders, High Risk Persons, *Prevention, *Smoking, Tobacco

Identifiers—Congress 97th

This book contains additional items submitted for the record to the hearings dealing with legislation designed to improve public awareness about the health effects of smoking. The materials contain letters from health professionals and organizations concerned with prevention of heart disease, lung disease, dental problems and cancer. Research is highlighted that links smoking to various health problems, along with discussions about the type, amount, and content of cigarette advertising. Statements from those opposed to the proposed legislation are included, citing inconclusive research and the rights of consumers to make an informed decision. (JAC)

ED 225 066 CG 016 414

Jagacinski, Carolyn M. And Others

Androgyny and Job Performance in a Male-Dominated Field.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Aug 82

Grant—NSF-SED-79-19613

Note—16p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Androgyny, College Graduates, Employee Attitudes, *Engineers, Higher Education, Individual Differences, *Job Performance, *Job Satisfaction, *Nontraditional Occupations, Personality Traits, Self Concept, *Sex Role

Recent research in the area of masculine and feminine personality characteristics has led to conflicting results about the adaptive value of androgyny. To investigate the relationship between sex-typing and self-reported job satisfaction and performance in the male-dominated field of engineering, 346 male and 346 female engineers completed the instrumental and expressive scales of the Personal Attributes Questionnaire as well as an extensive survey and interest inventory. The androgynous and masculine sex-typed groups reported significantly higher levels of job performance, job satisfaction and self concept of abilities than the feminine sex-typed and undifferentiated groups, regardless of sex. The androgynous group was not significantly different from the masculine group on job performance or self concept. Females tended to have more favorable attitudes towards women in engineering, regardless of sex-type. Results indicate that the presence of instrumental traits is related to higher levels of self-reported job performance and satisfaction in engineering. (Author/JAC)

ED 225 067 CG 016 415

Truckenmiller, James L.

Factor Analysis of the HEW National Strategy for Youth Development Model's Community Program Impact Scales.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.

Pub Date—23 Aug 82

Note—31p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adolescent Development, Adolescents, Alienation, *Community Programs, *Delinquency Prevention, Delivery Systems, Factor Analysis, Needs Assessment, Parent Child Relationship, *Program Effectiveness, Secondary Education, *Youth Problems

Identifiers—*Impact Studies, *Youth Development Project

The former HEW (Health, Education, and Welfare) National Strategy for Youth Development Model proposed a community-based program to promote positive youth development and to prevent delinquency through a sequence of youth needs assessments, needs-targeted programs, and program impact evaluation. HEW Community Program Impact Scales data obtained from a census tract sample of over 6,000 youths, ages 12 to 19, were factor analyzed to assess their conformity to the behavioral model. For the most part, theoretical dimensions and their predicted correlational directions emerged as four factors provisionally named: (1) negative labeling; (2) social integration versus social estrangement; (3) norm adherence; and (4) parental rejection. Social alienation variables unexpectedly loaded three factors rather than one. The findings provide strong structural validation for the HEW Youth Development Model and Impact Scales. (Author/JAC)

ED 225 068 CG 016 416

Fisher, Terri D. Pollack, Robert H.

Parent-Child Communication and Adolescents' Sexual Knowledge and Attitudes.

Pub Date—Aug 82

Note—11p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Attitude Measures, *Communication (Thought Transfer), Congruence (Psychology), Contraception, Moral Values, *Parent Attitudes, *Parent Child Relationship, Secondary Education, Sex Education, *Sexuality

Although the benefits of sex education are often questioned, numerous studies have shown that the more knowledgeable a person is about sexuality, the less likely he or she is to engage in early sexual activities. To compare the differences in sexual knowledge, attitudes, and contraceptive choice between those adolescents who talk to their parents about sexuality and those who do not, 13 female and 11 male adolescents, aged 12 to 14, and their parents completed the Miller-Fisk Sexual Knowledge Test and Calderwood's Sexual Checklist. The results showed that amount of communication seemed to have had no effect on the children's sexual knowledge scores, but that those children who discussed sexuality frequently with their parents had attitudes toward sexuality that highly correlated with those of their parents. This finding may help to explain why children who can talk to their parents about sexuality tend to be more responsible for their behavior. (Author/JAC)

ED 225 069 CG 016 417

Gabrenya, William K., Jr. And Others

Social Loafing in the United States and China.

Pub Date—Aug 82

Note—35p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Age Differences, Behavior Patterns, *Cross Cultural Studies, *Cultural Traits, Elementary Secondary Education, Foreign Countries, Group Behavior, *Group Dynamics, Motivation, *Social Behavior, Social Values, Student Behavior, Students

Identifiers—*Social Loafing, *Taiwan

Research conducted in the United States has found that people exert more effort when they perform a task individually than when they do so in a group. This phenomenon has been labeled social loafing. To examine the transcultural generality of social loafing, 20 male and 20 female Chinese school children in Taiwan were selected from grades 2, 3, 6, and 9. They were asked to shout and clap their hands as loudly as possible alone and in pairs. Measures of sound production revealed social loafing in all but third grade males, suggesting, in light of other cross-cultural findings, that social loafing may be a transcultural phenomenon. Future research using other kinds of group task situations may find exceptions to this transcultural generality in some cultures. (Author/JAC)

ED 225 070

CG 016 418

Bennett, Susan M.

Family Environment for Sexual Learning as a Function of Perceived Paternal Involvement in Household Care and Discipline.

Pub Date—May 82

Note—11p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, *Discipline, *Family Environment, *Father Attitudes, Higher Education, Parent Child Relationship, *Parent Influence, *Parent Role, Sex Differences, *Sex Education, Sexuality

Identifiers—*Coping

Although many parents view sexual instruction of children as the mother's responsibility, research indicates that an optimal family environment for sexual learning may be one in which both parents perceive themselves as participating equally in household and child care. To examine parental responsibility for family discipline, household and child care, the perceptions of 180 unmarried undergraduates who completed the Bem Sex Role Inventory, the Sexual Experiences Inventory, and the Sex Education Inventory were examined. Results confirmed that equal sharing of discipline by both parents accompanied a more favorable climate for sexual learning, characterized by greater affection, greater rapport, and freer discussion with both parents. Equal sharing of responsibility for household and child care was associated with a more supportive family environment. Variation in paternal roles had a greater impact on climate for sexual learning as perceived by daughters than by sons. The findings suggest that the factors governing family interactions and their outcomes are highly complex. (Author/JAC)

ED 225 071

CG 016 419

Halberstadt, Amy G.

The Relationship between Family Expressiveness and Nonverbal Communication.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Aug 82

Note—17p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Affective Behavior, College Students, *Communication Skills, Emotional Development, Emotional Response, Family Environment, *Family Relationship, Higher Education, *Individual Differences, *Nonverbal Communication, Peer Evaluation, Socialization, *Values

Although research in nonverbal communication is in its seventh decade, the origins of individual differences in nonverbal sensitivity remain. To investigate the relationship between family norms of emotional expression and nonverbal communication, 64 college students completed the Family Expressiveness Questionnaire, were videotaped while conversing about emotional topics, and were asked to judge tapes of confederates in similar situations. Results suggested that individuals whose families valued emotional display had greater expressiveness, while individuals whose families inhibited emotional display had greater perceptiveness relative to individuals whose families valued emotional display. The findings suggest that because a relationship between family norms of emotional expression and nonverbal communication has been identified, future research should focus on how these nonverbal communication differences due to socialization develop. (Author/JAC)

ED 225 072

CG 016 420

Lykes, M. Brinton Stewart, Abigail J.

Studying the Effects of Early Experiences on Women's Career Achievement.

Pub Date—Aug 82

Note—21p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Career Choice, Cohort Analysis, *College Graduates, Credentials, *Education Work Relationship, *Employment Experience, Employment Patterns, Family Influence, *Females, Graduate Study, Higher Education, Parent Role

Identifiers—*Life Events

Virtually all psychological theories assume that early life experiences have an impact on later life choices. However, increasing doubts have been expressed about the universality and permanence of the relationship between women's work and family lives. To explore how early family experiences and early adult decisions affect women's later career achievement, three cohorts of married female college graduates were compared. Path analysis revealed powerful commonalities in the routes to career achievement. The stability of the importance of the number of years worked and the highest degree attained indicate that to achieve in the traditional terms of the workplace means that women must attain higher degrees and avoid dropping out of the workforce. Results suggest that career achievement does not depend on making the "right" decisions at specific "right" times, but does depend on accumulating some combinations of credentials, experience, and freedom from childcare responsibilities over time. In addition, credentials seem to decrease in importance over time, while experience seems to increase. (Author/JAC)

ED 225 073 CG 016 421

Mersmann, Harry J.

Social Hypothesis Testing: Another Look.

Pub Date—Apr 82

Note—14p; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Evaluation Criteria, *Evaluation Methods, Higher Education, Interpersonal Relationship, *Peer Evaluation, *Personality Traits, *Predictor Variables, *Social Cognition

Identifiers—*Social Hypothesis Testing

Social hypothesis testing is the process by which individuals make judgments about what other people do, think, or say. In an attempt to replicate Snyder and Swann's (1978) research and to examine the relationship of certain personality traits to different hypothesis testing strategies, 86 college students made selections from a list of questions to determine if another student was an extrovert and completed four personality scales. Results showed that information about the percentage of extroverts in the group was not used in determining which types of questions to ask. None of the personality variables proved to be a good predictor of the type of hypothesis testing strategy chosen by the subjects. Subjects chose a significantly different type of hypothesis testing strategy from that used by subjects in Snyder and Swann's research. (JAC)

ED 225 074 CG 016 422

Buck, Ross

Emotion, Emotional Expression, and the Cognitive-Physiological Interaction: A Readout View.

Pub Date—24 Aug 82

Note—17p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Information Analyses (070) — Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Adults, *Affective Behavior, *Animal Behavior, *Behavior Patterns, Biological Influences, *Cognitive Processes, *Language, Models, Motivation, *Physiology, Social Behavior, State of the Art Reviews

Identifiers—*Emotions

A basic tenet of this paper is that, from the time of the ancient Greeks, Western thought has distinguished between rational processes unique to humans and the processes governing animal behavior. A model of motivation, emotion, and the cognitive/physiological interaction that can be applied to both animals and humans is presented. The special implications of language are discussed, and emotion is defined. An argument is posited that language makes humans different in fundamental ways

from animals, because it allows behavior to come under the control of principles of logic and reasoning that are mediated by language and that are functionally independent of biology. In addition, the materials suggest that with language comes social motivation, involving conformity and obedience to culturally patterned social rules. (JAC)

ED 225 075 CG 016 423

Peterson, Rolf A.

Stress Management for Parents of Developmentally Disabled People.

Pub Date—23 Aug 82

Note—16p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, *Counseling Techniques, *Developmental Disabilities, Emotional Response, *Group Counseling, Models, *Parent Child Relationship, *Parent Education, Parent Role, Parents, Parent School Relationship, Physiology, Program Descriptions, *Stress Variables

Identifiers—*Stress Management

This paper briefly reviews the two assumptions involved in the use of a stress management approach with parents of the developmentally disabled, i.e., that many parents are subject to high stress and that stress interferes with the person's functioning. A discussion of possible stressors and possible effects of stress are outlined, e.g., health problems, increased stress levels, and interpersonal behavior problems. Models of the circular events-stress chain and inappropriate response patterns are presented in diagrammatic form to further illustrate the effects of stress. A stress management program is presented along with self-report data from the follow-up questionnaire filled out by the group participants and the actual survey instrument. (Author/JAC)

ED 225 076 CG 016 424

Muller, Douglas, Comp.

[Self-Concept: Symposium Papers from New Mexico State University.]

Pub Date—Oct 80

Note—72p; Papers presented at the Annual Conference of the Rocky Mountain Educational Research Association (11th, Las Cruces, NM, October 15-17, 1980).

Pub Type—Reference Materials - Bibliographies (131) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Affective Measures, *Child Development, Cross Cultural Studies, Elementary Secondary Education, Ethnicity, *Self Concept, *Self Concept Measures, Self Evaluation (Individuals), Special Education, *Student Behavior, Students

The six papers in this set of symposium materials all deal with the development and measurement of self-concept in various groups of students. The first paper (by Douglas Muller) addresses the lack of well-defined procedures for assessing self-concept and suggests that such a measure should be based on standardized procedures such as the Self-Descriptive Inventory. In the second paper (by Carlos R. Velasco-Barraza), the differences between self-concepts of school children in Chile, Mexico, and the United States are compared. Achievement levels of students of equal intellectual abilities but differing self-concepts are compared in the third paper (by Glenda Foster and Sharon Wooden), while the fourth paper (by Sonya I. Smith and Sharon Wooden) describes the relationship between a student's school self-concept and his/her behavioral adjustment at school. The self-concept of cognitively impaired students and the stability in sixth graders are examined in the final two papers (by Norma Robinson and by Donald Frazier). (JAC)

ED 225 077 CG 016 425

DeVito, Anthony J. And Others

Scholastic Aptitude Decline and Changes in Study Habits and Attitudes.

Pub Date—Apr 82

Note—19p; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aptitude, *Attitude Change, Attribution Theory, *College Freshmen, Comparative Analysis, *Educational Trends, Higher Education, Scores, Sex Differences, *Student Attitudes, Student Motivation, *Study Habits

Identifiers—*Scholastic Aptitude Test

The decade of the 1970's saw an alarming decline in the Scholastic Aptitude Test (SAT) scores of entering college freshmen, and it was theorized that this might be attributed to a corresponding decline in study attitudes. To test this hypothesis, math and verbal SAT scores, study habits, and attitudes of college freshmen in the classes of 1973 and 1983 were compared. Although a decline in SAT scores was found, there was a slight improvement in work methods, teacher acceptance, and educational approval. The results also showed that differences in verbal aptitude between men and women had narrowed, probably due to cultural influences; however, women maintained superior study habits and attitude scores. The findings suggest that a decrease in student activism may account for enhanced behavioral and attitudinal scores. (Author/JAC)

ED 225 078 CG 016 426

Lowery, Carol R.

Child Custody in Divorce: How Parents Decide.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Aug 82

Note—36p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Child Welfare, *Decision Making, *Divorce, *Evaluation Criteria, *Family Problems, Family Structure, *Parent Attitudes, Parent Child Relationship, *Parents

Identifiers—*Child Custody

One of the most important (and frequently most difficult) decisions faced by divorcing parents is determining who will have custody of their children. To investigate parental beliefs about the standards used in deciding custody, 12 sets of parents completed a questionnaire and were interviewed. Results showed considerable agreement with the standards reported by judges in a previous study. Parents were generally in agreement with each other about the criteria that should be used and how those criteria should be applied to their particular situation. The parents emphasized avoiding a court battle over custody and listed the other parent as the person with whom they had discussed custody. The preliminary indications also suggest a tendency for educational workshops and mediation to be rated as more helpful than arbitration and professional evaluation. (Author/JAC)

ED 225 079 CG 016 427

Greenwood, John C.

Out of the Ivory Tower: Undergraduate Internships in Psychology.

Pub Date—May 82

Note—11p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, *College Curriculum, College Students, *Field Experience Programs, Higher Education, *Internship Programs, *Learning Experience, Program Design, Program Implementation, *Psychology, *Undergraduate Study

Recent changes in the curriculum of undergraduate psychology have provided greater opportunities for experiential training to augment prior emphases on didactic concept training. A national survey of larger public and private undergraduate psychology programs was conducted to determine the status of non-classroom experiential learning. These data support the conclusion that such learning opportunities were widely accepted as useful, but highly variable and problematical in their implementation. The mission of internships was perceived as a collateral tool for coursework to prepare students for graduate work rather than as a tool for the terminal B.A. student. The findings suggest that faculty

should respect student goals and labor market realities and prepare their students to be like themselves in academic preparation, humanistic orientation, and respect for knowledge, but not necessarily in terms of career role. (Author/JAC)

ED 225 080 CG 016 428

Parvin, Ruth Ann

Beyond Crisis Counseling: After-Effects of Sexual Assault.

Pub Date—Aug 82

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, Cohort Analysis, *Crisis Intervention, *Emotional Adjustment, Emotional Problems, *Females, Longitudinal Studies, *Psychological Patterns, *Rape, *Stress Variables, Victims of Crime

Rape is a significant trauma that causes the victim immediate as well as long-term difficulties. A cross-section of rape survivors and matched controls completed questionnaires about current somatic, psychological, and social difficulties. The time since assault for the rape group varied from 6 months to 8 years. Factor analysis yielded eight factors of note, with significant differences between victims and controls on six of the eight factors. Affective anxiety accounted for nearly 20% of the variance and included tiredness, sexuality problems, depression, and guilt. The differences between the groups remained constant across the time span from 6 months to 99 months past the assault. These findings suggest that rape may create a vulnerability in victims which makes them respond to normal stress with heightened psychological, somatic, and social problems. Counseling may need to refocus on long-term difficulties. (Author/JAC)

ED 225 081 CG 016 429

Beach, Steven R. H. Broderick, Joan E.

Commitment: A Variable in Women's Response to Marital Therapy.

Pub Date—Aug 82

Note—18p.

Available from—Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Attitude Change, *Communication Skills, Counseling Effectiveness, *Marriage Counseling, *Predictor Variables, Psychological Patterns, Sex Differences, *Spouses

Identifiers—*Commitment, *Marital Satisfaction. Past research suggests that commitment to one's marriage is a variable which should be a contributing factor to marital satisfaction and the process of marital therapy. To examine the predictive utility of commitment, the relationship between commitment to marriage at the onset of therapy and changes during therapy was examined for a sample of 42 couples. Results showed that, for women, pre-therapy commitment level was able to account for unique variances in marital satisfaction at intake and for changes in marital satisfaction occurring as a result of therapy. Communication ability was also predictive of marital satisfaction at intake. In addition, changes in communication ability from pre- to post-therapy were predictive of changes in marital satisfaction for women. Results for men were less significant. The findings demonstrate that commitment is an important variable in the prediction of marital satisfaction. (Author/JAC)

ED 225 082 CG 016 430

Strom, Bruce And Others

Satisfaction and Achievement: Antagonists in ATI Research on Classroom Structure.

Pub Date—Aug 82

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Attitude Measures, Attribution Theory, *Classroom Environment, College Freshmen, Course Content, Higher Education, *Participant Satisfaction, Pre-

dictor Variables, Social Cognition, *Student Attitudes, *Student Motivation, *Student Teacher Relationship

To date, the constructive motivation hypothesis has generally been limited to educational achievement as an outcome variable, and few studies have been specifically designed to investigate student satisfaction outcomes. To measure student preferences for course structure and difficulty level and student perceptions of instructors' orientation toward students, 16 sections of freshmen (N=75) in a college course were tested using the Course Structure Inventory (CSI). An Attribute-Treatment Interaction analysis used student preferences and perceptions as independent variables and satisfaction and achievement as dependent variables. Significant interactions in the results indicated that students were least satisfied, yet achieved best, if they preferred low difficulty instruction and perceived instructors as low in student orientation. Results support the hypothesis that satisfaction and achievement outcomes conflict in studies comparing high and low structure instruction. (Author/JAC)

ED 225 083 CG 016 431

Benswanger, Ellen G. And Others

Core Curriculum: A Collaborative Approach to Continuing Education for Rural Personnel.

Pub Date—27 Aug 82

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrators, *Continuing Education, *Core Curriculum, Counselor Training, Curriculum Development, Extension Education, Higher Education, *Mental Health Programs, Money Management, Personnel Management, *Professional Development, Program Descriptions, Program Evaluation, *Rural Education

Identifiers—*Mental Health Workers. This paper describes the core curriculum, a new concept in continuing education by which relevant professional and clinical resources in an urban university can be made accessible to personnel in mental health service provider agencies in rural areas. An outline is presented of three curricula, including: (1) Financial Management; (2) Personnel Management; and (3) Program Evaluation. A detailed description of the development, content, and format of the curriculum on "Basic Skills in the Assessment and Treatment of Children and Youth" is given. Materials are included which illustrate the needs assessment, selection of content, practicum placements, and periodic evaluation. The reciprocal nature of the planning tasks and the educational process are emphasized. (Author/JAC)

ED 225 084 CG 016 432

Callahan, Sidney

Promises and Self-Focused Attention.

Pub Date—Aug 82

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Females, Individual Power, Interpersonal Relationship, *Locus of Control, *Moral Values, Personality Measures, *Psychological Patterns, *Self Concept, Social Values

Identifiers—*Promises, *Self Awareness. Making a promise involves a self-conscious, self-commitment to undertake an obligation in the future and involves a personal sense of control. To study promises and self-focused attention, 72 women completed measures of self-focused attention and locus of control, a questionnaire, and were asked to promise to return postcards. As predicted, women's self-reports of attention focused on the self were positively and significantly correlated with the subjectivity of their reported moral judgments of promise-making and promise-breaking. In addition, women high in self-consciousness were low in reported self-confidence in their abilities to keep a promise. The predicted relationship of self-consciousness and estimates of others' promise-keeping was also negative. The findings suggest that self-focused attention or self-awareness is related to the domain of promises, an important and morally cen-

tral human concern. (Author/JAC)

ED 225 085 CG 016 433

Peters, Lawrence H. Rudolf, Cathy J.

Embedding Performance Appraisal within an Organizational Context.

Pub Date—Aug 82

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Difficulty Level, Employees, Employers, *Evaluation Criteria, Evaluation Methods, *Motivation, *Organizational Climate, Organizations (Groups), *Performance Factors, *Psychometrics, Research Methodology, State of the Art Reviews

Identifiers—*Performance Appraisal, *Situational Variables

The literature on the partial determinants of performance in organizational contexts, particularly the research on situational determinants, suggests several different variables which may be of importance to appraisal processes as well. This point may be exemplified with regard to the situational factors of task ease/difficulty and situational performance constraints. The importance of contextual factors for understanding the performance appraisal process and evaluating appraisal instruments is critical. The relevance of such contextual variables in the determination of the degree to which rating procedures are susceptible to halo and leniency errors must also be noted. When using contextual information in the evaluation of performance appraisal instruments, it will be necessary to first identify important situational characteristics which exert a strong influence on both mean levels and distributions of observed performance as well as other variables that impact on performance. (JAC)

ED 225 086 CG 016 434

Goh, David S. Sabatino, David A.

Psychological Assessment in the Secondary Schools.

Pub Date—Aug 82

Note—28p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aptitude, *Counselor Role, Delinquency Prevention, *Educational Diagnosis, Evaluation Methods, Models, *Psychological Evaluation, Pupil Personnel Services, *School Psychologists, *Screening Tests, Secondary Education, Special Education, *Student Evaluation, Student Motivation

This paper calls attention to the current need for systematic diagnostic assessment in the secondary schools. The social organizational pressures of the secondary schools and the limited professional preparation of school psychologists to work with adolescents are cited as the two principle reasons why school psychologists have not provided substantial amounts of service to the secondary schools. A data-based screening system is proposed to actively identify students with probable special education needs, as well as those who require specialized services within regular education. Individual diagnostic assessment of handicapped adolescents is discussed in relation to a total intervention plan which addresses four instructional areas—academic, vocational, social, and personal. The rationale for, and description of, specific assessment procedures are presented for each of the four areas. Implications for future directions in training and the practice of school psychology with adolescents in the secondary schools are discussed. A descriptive, objective referral form that assesses students in terms of academic task areas, academic subject performance, pre-vocational/vocational performance, speech and language, and auditory perception is also included. (Author/JAC)

ED 225 087 CG 016 435

Dalezio, Anthony And Others

Mobley et al. Turnover Model Reanalysis and

Review of Existing Data.

Pub Date—Aug 82

Note—28p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, Attribution Theory, *Career Change, *Employee Attitudes, *Employees, Employment Patterns, *Job Satisfaction, *Labor Turnover, *Predictor Variables, Research Problems, Tenure

Job satisfaction has been identified as one of the most important antecedents of turnover, although it rarely accounts for more than 16% of the variance in employee withdrawal. Several data sets collected on the Mobley, Horner, and Hollingsworth (1978) model of turnover were reanalyzed with path analytic techniques. Data analyses revealed support for three general hypotheses, i.e., that: (1) age has an indirect effect on turnover through job satisfaction; (2) job satisfaction has an indirect effect on turnover through withdrawal cognitions; and (3) intention to quit is the immediate precursor of turnover. Although the data supported these hypotheses, inconsistencies were apparent in the data for many specific linkages proposed by Mobley et al. The findings suggest that the inconsistencies may be due to diversity of samples studies, the problem of unmeasured variables, and construct measurement problems. (Author/JAC)

ED 225 088 CG 016 436

Klenke-Hamel, Karin

Effects of Hiring Practices and Performance Profiles on Personnel Functions: An Experimental Analog of Affirmative Action.

Pub Date—Apr 82

Note—22p; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affirmative Action, College Students, *Employment Practices, Higher Education, *Job Performance, *Personnel Policy, *Sex Bias, Sex Differences, *Teacher Selection

Sex bias in performance evaluations has been found in laboratory research as well as in a variety of organizational settings. To explore the effects of hiring practices on performance evaluations and other personnel decisions in an experimental analog of affirmative action, 154 female undergraduates rated a fictitious male or female college professor hired under one of three conditions, i.e., with academic credentials and competence, through affirmative action pressures, or randomly. The performance profile of the professor was varied, i.e., half the descriptions tended to be more favorable in the course of the semester, and the other half tended to be less favorable. Results supported the hypothesis that the more equitable the selection method, the more favorable the performance appraisal. In addition, the male professor was evaluated more favorably than the female professor, a result consistent with previous research. The findings suggest that employees hired under affirmative action may be perceived as having been selected unfairly and inequitably. (Author/JAC)

ED 225 089 CG 016 437

Kammann, Richard

Personal Circumstances and Life Events as Poor Predictors of Happiness.

Pub Date—Aug 82

Note—13p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement, Adults, Aspiration, Attribution Theory, Cognitive Processes, Congruence (Psychology), Foreign Countries, *Life Satisfaction, *Morale, *Predictor Variables, *Psychological Patterns, *Self Actualization

Identifiers—*Happiness, *Life Events, New Zealand

Previous research has found that outside events seem to have little effect on happiness. Three studies in New Zealand were conducted to identify mental processes that give circumstances their favorable and unfavorable meanings. The first study examined the gap between aspiration and achievement in terms of income, education, physical fitness, leisure, and friends. As expected, most people wanted to be better off than they were. The sum of the gap between what was and what was desired predicted their unhappiness. The second study demonstrated that happy people have a stronger "Polynanna effect" than unhappy people, i.e., they identified a larger group of positive associations in their lives. The third study found that happy people give higher pleasantness ratings across the board to a wide variety of hypothetical life events, including undesirable situations, than unhappy persons. The findings suggest that happiness should be thought about more in terms of mediating mental processes than objective life circumstances. (JAC)

ED 225 090 CG 016 438

Hawkins, Robert P. Luster, William Clark

Family Based Treatment: A Minimally Restrictive

Alternative with Special Promise.

Pub Date—Aug 82

Note—13p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Behavior Change, Change Strategies, *Counseling Techniques, *Family Environment, *Foster Care, *Intervention, Program Descriptions, Residential Programs, *Youth Problems

Identifiers—*Deinstitutionalization (of Delinquents)

This paper focuses on two dimensions of interventions for disturbed and disturbing youth, i.e., treatment intensity and restrictiveness. Treatment intensity is presented as a dimension of intervention that includes the factors of: (1) the individualization of the assessment and the treatment plan; (2) the amount of time spent engaging in the activities that are intended to produce behavior change; (3) the amount of "stimulus support" (modeling, instruction, self-instruction, verbal and physical prompting) provided to produce effective, appropriate behavior; (4) the extent to which "motivating operations" are used to assure the effectiveness of reinforcers; (5) the magnitude and scheduling of consequences for effective and ineffective, inappropriate behaviors; and (6) the degree of programming for generalization to the youth's natural environment. The restrictiveness of an intervention is defined in terms of the degree to which available activities deviate from the norm and to which rules limit involvement in such normal activities, the similarity of types and frequency of social contacts to the norm, and the similarity of the physical environment to that encountered by others. The materials describe a program of youth treatment in a family environment to provide highly individualized care. Residential treatment alternatives requiring minimal, moderate, and maximal restrictiveness and treatment intensity are compared. Advantages of the family-based treatment are discussed, including better use of funds, flexibility, incidental learning, and effectiveness as well as risks and limitations of the program. (JAC)

ED 225 091 CG 016 440

Kidd, Gary R. Greenwald, Anthony G.

Attentional Requirements for the Establishment of Memory for Serial Structure.

Pub Date—Aug 82

Note—10p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention, College Students, Higher Education, *Learning Processes, *Listening, *Memory, *Serial Ordering

Identifiers—*Hebb (D O)

The issue of whether information to which little or no attention is paid can have lasting effects is of interest to psychologists as well as educators and advertisers. Two experiments were designed to examine whether focused attention is required,

whether the immediate memory task is important, or whether subjects' knowledge that repetitions are occurring is essential. Both experiments, with college students as subjects (N=30 and N=30), used a selective listening procedure involving binaural (sounds sent to both ears) presentation of two simultaneous digit series in male and female voices. In the first study, all subjects reported an awareness of the repetitions. In the second study, where only partial recall was required, 25 of the 30 subjects were aware of some repetition. The findings suggest that retention of the temporal order of events appears to require effortful attention. (JAC)

ED 225 092 CG 016 441

Anderson, Mildred Buck, Ed. And Others

P.E.E.R.S.: Providing Effective Empathic Resources and Strategies. A Peer Counselor Training Manual.

Pub Date—79

Note—324p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Career Planning, Communication Skills, Counseling Services, *Counselor Role, *Counselor Training, Empathy, High Schools, *High School Students, *Peer Counseling, Program Effectiveness, *Student Development, *Training Methods, Values Clarification

This training manual describes an educational procedure in which students counsel and help facilitate the positive growth and development of other students in their own age group. The materials present a model peer counseling training program consisting of 32 sessions in which group process is used, including eight components focusing on the skill development areas of: (1) team building for cohesion, self awareness and awareness of others; (2) values clarification; (3) effective communication skills; (4) constructive feedback techniques; (5) assertiveness training; (6) effective problem solving and conflict resolution; (7) career planning; and (8) effective tutoring. Steps in developing the training program and determining its objectives are presented with facilitator guidelines. Sample forms are included for planning, activities, discussion questions, and evaluation as well as practices which tend to sabotage peer counseling programs. A section of suggested readings is appended. (JAC)

ED 225 093 CG 016 442

Horwitz, Michael B. And Others

Psychosocial Mediators of Long-Term Abstinence Following Smoking Cessation.

Pub Date—Aug 82

Note—37p; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). Research was supported by the American Lung Association of Western New York, Buffalo.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Behavior Change, Behavior Patterns, *Coping, Followup Studies, Group Therapy, Interpersonal Relationship, *Locus of Control, *Program Effectiveness, *Smoking, *Social Support Groups

It is well known that many smokers who quit during cessation programs relapse soon after leaving treatment. To investigate the relationship of health locus of control, social support, nonsmoking areas, and objecting to another person's smoking to relapse and long-term maintenance of nonsmoking, male (N=70) and female (N=149) subjects participated in a single session group hypnosis treatment for smoking cessation and completed questionnaires prior to and 1 year after treatment. Results showed that three smoking status groups could be defined. Exsmokers actively coped with smokers in their environment and received considerable support from family and friends. Recidivists placed greater responsibility for their health on others, did not actively cope with smokers, and were more likely to participate in additional hypnosis. Males tended to be exsmokers, while females tended to be continuing smokers. The findings suggest that post-treatment factors appear to be more important than participant characteristics for long-term maintenance of nonsmoking. (Author/JAC)

ED 225 094 CG 016 443

Schmidt, Stuart M. Kipnis, David
Managers' Pursuit of Individual and Organizational Goals.

Pub Date—Aug 82

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrators, Adoption (Ideas), *Change Strategies, *Goal Orientation, *Individual Power, Interpersonal Relationship, *Organizational Objectives, Self Esteem

A recent interest in the organizational literature has been to identify the circumstances under which people exercise upward influence in order to achieve individual and organizational goals. To examine the circumstances under which administrators in a variety of firms exercised upward influence, i.e., influence on their superiors, to achieve individual and organizational goals, 113 managers completed a questionnaire. Managers who exercised upward influence to achieve organizational goals were self-confident, directed non-routinized work units, and had power in their organizations. Staff managers exercised upward influence to achieve individual goals more often than line managers. Influence strategies used by managers varied as a function of outcomes sought from their superiors. The findings suggest that the manager's pursuit of individual and organizational goals is not mutually exclusive and that influence is exercised far more frequently for organizational than individual reasons. (Author/JAC)

ED 225 095 CG 016 444

Hurtig, Anita Landau Petersen, Anne C.
The Relationship of Sex Role Identity to Ego Development and Self Esteem in Adolescence.

Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—23 Aug 82

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, *Androgyny, High Schools, High School Seniors, *Personality Development, Personality Measures, *Self Concept, *Self Esteem, *Sex Differences, *Sex Role, Student Characteristics

It has been predicted that, if an androgynous identity represents a higher level of psychosocial functioning, there should be a significant relationship between androgynous sex role identity and high self-esteem. To test this hypothesis, 139 male and female high school seniors completed the Sentence Completion Test of Ego Development, the Bem Sex Role Inventory, and the Rosenberg Self Esteem Inventory. Findings showed that ego functioning and self-esteem were related to sex role identity for girls, but not for boys. Girls' self-esteem correlated with androgynous sex role identity, but masculine, rather than androgynous, sex role identity correlated with ego functioning for girls. The results suggest that self-esteem and ego functioning represent different personality variables in relationship to sex role identity, that male and female adolescents do not construct their sex role identity in comparable ways, and that a wider range of sex role identity and ego functioning measures must be used. (Author/JAC)

ED 225 096 CG 016 445

Powell, Clifford J.
Adolescence and the Right to Die: Issues of Autonomy, Competence, and Paternalism.

Pub Date—Aug 82

Note—24p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Case Studies, *Competence, Counselor Role, Decision Making, Depression (Psychology), *Ethics, Individual Power, *Legal Responsibility, *Personal Autonomy, Quality of Life, Secondary Education, *Suicide, Youth Problems

Identifiers—*Right to Die

This paper addresses some of the ethical and legal components of the issue of adolescence and the right to die. Developmental aspects on which psychologists may be uniquely qualified to comment are also addressed. The paper looks at ethical aspects of right to die decisions, the principle of autonomy, and the responsibility of caregivers. Legal aspects of such decisions are also considered, and several legal precedents are cited along with the issue of competence. Two case studies are examined in light of these issues. The paper concludes with some thoughts on the role of psychologists in such cases, e.g., counselor, assessor of competence level, and expert witness. (JAC)

ED 225 097 CG 016 446

Shuntich, Richard J. Shapiro, Richard
Explorations of Affection and Aggression.

Pub Date—Apr 82

Note—39p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affection, Affective Measures, *Aggression, College Students, Higher Education, Interpersonal Attraction, Peer Relationship, Psychological Patterns, *Responses, *Sex Differences, *Social Behavior, *Verbal Communication

Considerable effort has been devoted to investigating various aspects of love and affection, but there have been few studies about direct expressions of affection. Relationships between gender composition of a dyad and the affection/aggression expressed by the dyad were examined as was the possibility of increasing the amount of affectionate responding in dyads for two groups of college students. For the first study (N=108 students), results indicated that male-male dyads were significantly less affectionate than female-female or male-female dyads. Results of the second study (N=66 students) indicated that participants exposed to a film depicting tragic death were significantly more affectionate than the control group subjects. Sex differences were found in relationships between affectionate responding and aggressive responding as well as responses made after the receipt of affection or aggression. The findings suggest that the strengthening of affectionate bonds among people may lead to a decline of aggressive expression among these individuals. (Author/JAC)

ED 225 098 CG 016 447

Glenwick, David S.
Community Psychology in the '80s: A Discipline for All Seasons or One Whose Time Has Passed?

Pub Date—May 82

Note—11p.; Abbreviated version of a paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).

Pub Type—Information Analyses (070) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Community Programs, *Counselor Role, *Delivery Systems, *Futures (of Society), Mental Health Programs, *Professional Recognition, Program Evaluation, *Psychologists, Self Help Programs, State of the Art Reviews

Identifiers—*Community Psychology

Community psychology, as a profession, was born in 1965 and showed much promise. Unfortunately, it has been content to rest on its humanistic and systems-oriented perspective instead of using it as a foundation upon which to empirically build the necessary research, service, and training bases. Issues central to community psychology's evolving self-definition include: (1) identity as a discipline and profession; (2) appropriate settings for research and practice; and (3) relationship to social and economic trends. Both a grounding in its roots and an ability to adapt to external developments are indicated for survival. Promising directions into which community psychology may expand its work include program evaluation, self-help and other community groups, network building, community mental health, and business and industry. (Author/JAC)

ED 225 099 CG 016 448

Holden, Karen C. And Others

Preretirement Work Options: Evaluation Report.

Volume 2.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—81

Grant—DOL-21-55-79-10

Note—168p.; Appendices are of marginal legibility. Available from—National Technical Information Service, Springfield, VA 22151.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Attitude Measures, Employee Attitudes, *Employment Patterns, Gerontology, *Government Employees, *Job Satisfaction, Middle Aged Adults, *Part Time Employment, Program Evaluation, *Retirement, Work Attitudes, *Working Hours

Identifiers—*Older Workers, *Preretirement Programs

Pre-Retirement Work Options is a demonstration project designed to develop and test alternative employment patterns for older workers in the Wisconsin Civil Service System. The program was evaluated to determine the interest of older state workers in reducing their work hours prior to retirement as well as the impact of that reduction for those who actually reduced their hours of work. Results showed that about 5 percent of the workers were interested in reducing their working hours, often citing growing job dissatisfaction and declining health. The vast majority of respondents named loss in future retirement income as a major concern in altering current work and retirement plans. Actual reductions in work hours produced few changes in job satisfaction, job performance, or supervisors' attitudes. The findings suggest that a phased retirement program will benefit about 5 percent of older state workers by allowing them to reduce their hours of work prior to retirement. (Author/JAC)

CS

ED 225 100 CS 006 666

McConkie, George W.

A Framework for Research on the Comprehension of Procedural Texts and Pictures.

Pub Date—Apr 82

Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, Cognitive Processes, Decision Making, *Reading Comprehension, *Reading Research, Research Methodology, *Research Needs, *Task Analysis

Identifiers—*Following Directions, *Instructions

To gain a greater understanding about how people comprehend a set of directions, a macro-level research approach is needed. Researchers must first decide on the domain of activity that is to be investigated. In our society instructions are used for building things from parts, disassembling things, determining the functional characteristics of things, operating something, or carrying out some action. Researchers should first think of the carrying out of the task as a problem faced by the subject, and then think of the act of carrying it out as proceeding through a problem space. The structures of the problem space for different tasks are probably not only very different, but different in specifiable ways. Thus, a taxonomy of tasks could probably be developed based on the characteristics of the problem space of their solution. Instructions are ways of providing information that can place additional constraints on the decisions being made in carrying out the tasks. Researchers should attempt to characterize what sorts of instructions place what sorts of constraints on particular categories of subjects, and then try to understand why this is so. This requires three tasks: developing a means of characterizing decision points, identifying the types of information necessary to constrain choices at these points, and providing knowledge on the most effective means of communicating these types of information. Finally, the researchers should examine the characteristics of the instructions that influence the likelihood that the information provided will actually be used. Such

information can help to build a knowledge base for those who have responsibility for developing instructions. (HOD)

ED 225 101 CS 006 883

Parsons, James E.

Some Implications of Learning Theories on a Theory of Reading and Reading Instruction.

Pub Date—[75]

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Elementary Secondary Education, *Epistemology, *Learning Theories, Linguistic Theory, Perception, *Reading Comprehension, *Reading Instruction, Teaching Methods

While stimulus-response theories of learning maintain the reality and importance of the stimulus outside the perception of the person, a cognitive-field learning theory insists that, in order to make meaning, a person must perceive and react with the stimulus. Holding to this or any learning model has implications for the following: a definition of reading, a theory of language, the value of perception, and a method of reading instruction. Holding to a cognitive-field theory of learning implies that the definition of reading involves the semantic-symbolic message of a written work and the reader's options of meaning that are brought to the written message because of past experiences. Cognitive-field learning theory also implies that language, because of its relationship to dynamic, purposive, and value-loaded people, must be dynamic, purposive, and value-loaded. It means that there is more to language than literal meaning. Concerning the question of perception, the cognitivist would state that the perception ties intrinsically to reading because the perception process clearly involves components of prediction, identification, and interpretation. For reading instruction, the cognitive theory calls for instruction in meaning emphasis—the acquisition of a sight vocabulary through a whole word or Gestalt method and for a language immersion approach that is based on the belief that reading is a personal, dynamic, sharing relationship between reader and language. (HOD)

ED 225 102 CS 006 938

Bushner, Diane E.

A Local Perspective on the New Chapter 1 Law: What is the Impact on Instructional Programs?

Pub Date—4 Dec 82

Note—20p.; Paper presented at the Annual Meeting of the Eastern Regional Conference of the International Reading Association (4th, Boston, MA, December 2-5, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, Federal Programs, *Program Effectiveness, *Reading Instruction, *Reading Programs

Identifiers—*Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I

The change from the Elementary and Secondary Education Act to Chapter 1 of the Education Consolidation Act raises issues concerning reading programs covered by the act. The purpose of both laws is to meet the special needs of educationally deprived children. The laws are similar in that they (1) promote teacher and parent involvement; (2) contain a mandate for a needs assessment, with a determination to identify specific objectives of the program; (3) specify the program be designed with sufficient size, scope, and quality; (4) mandate that educationally deprived children who have the greatest need be identified for service; (5) provide for the purchase of instructional materials to support the reading program; and (6) mandate evaluation. Nevertheless there are some differences between the two laws. In the Chapter 1 law, the role of parental involvement has been significantly diminished. Furthermore, the evaluation requirements for Chapter 1 are less specific since the law does not provide for aggregating the data across communities or states. (An appendix compares the two laws as they address the organizing elements of an instructional program in reading.) (HOD)

ED 225 103

Gillis, M. K. Olson, Mary W.

Improving Reading/Study Skills in a College Content Class.

Southwest Texas State Univ., San Marcos.

Pub Date—Oct 82

Grant—21183

Note—22p.; Paper presented at the Annual Meeting of the College Reading Association (26th, Philadelphia, PA, October 28-30, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Reading, Higher Education, Preservice Teacher Education, Reading Instruction, *Reading Research, Reading Teachers, Skill Development, *Student Attitudes, Study Habits, *Study Skills, *Teaching Models

Reading educators stress the importance of teaching reading study skills in college content area classes. Thus, a freshman level reading education course offered the opportunity simultaneously to model effective practices for preservice teachers and to conduct a study of the gains in both content knowledge and reading study skills for students who had been taught study skills integrated with course content. Subjects, 121 undergraduates enrolled in 4 sections of a freshman level reading education course, were randomly assigned to experimental or control groups. After training, the control groups tutored primary grade children in public schools, while the experimental groups attended a standard lecture-based college class in which reading study skills were taught concurrently with the course content. Analysis of pretest and posttest data showed that the experimental group reported significantly improved study habits and attitudes as opposed to the control group. Course content scores also proved that if subjects were taught course content, they learned it, and that merging course content with reading study skills instruction did not hinder content learning. Reading comprehension and vocabulary also improved for the experimental group. Students also used what they learned in other classes and in their own teaching. (JL)

ED 225 104 CS 006 940

Crismore, Avon

Processing Experiences with Three "Beowulf" Passages in Old English: Difficulties and Strategies.

Pub Date—83

Note—20p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Decoding (Reading), *Language Usage, *Old English, *Old English Literature, *Reading Difficulties, *Reading Skills, Schemata (Cognition)

Identifiers—*Beowulf, Reading Strategies

Reading Old English poses many problems for a beginning student. Even though it has some similarities to modern English, the special characters, obsolete words, inflected grammar, and alien word order of Old English makes it difficult for Old English neophytes to reconstruct the propositional content in a poem such as "Beowulf." Experts at Old English are able to comprehend an entire situation at a single glance, while novices must struggle through various uncertainties about function words, pronoun usage, word order, and punctuation. Schemata evolved to deal with modern English also interfere with efficient processing. Separation of words and phrases from the words or phrases they modify or refer to causes information and short term memory overload. Attacking "Beowulf" as a beginning reader means paying too much attention to visual information, suffering from too many uncertainties, and not having enough nonvisual information. Still, a beginning reader can become a good processor of Old English, given time and the correct strategies. (JL)

ED 225 105

Soltesz, Christine

Residual Gain of Remedial Students at Kean College Reading Clinic.

Pub Date—May 82

Note—37p.; M.A. Thesis, Kean College, New Jersey.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Higher Education, *Reading Centers, Reading Diagnosis, *Reading Improvement, Reading Instruction, Reading Pro-

CS 006 939

grams, *Reading Research, *Remedial Reading Identifiers—Kean College of New Jersey

To determine whether remedial readers in the Kean College (New Jersey) reading clinic made a significant gain in reading, 70 sample cases were taken from the 128 most recent remediation case studies in the files of the clinic. The sample included only students attending the diagnostic sessions and one remediation session. The remediation sessions consisted of a minimum of 13 sessions of approximately 1.5 hours. Each student's total reading mastery score from the Woodcock Reading Mastery Tests was recorded and converted to a standard score. Residual gain was then determined. Results showed that 65% of the students demonstrated residual gain. It was concluded that although remediation included only 13 sessions, when statistical measures were employed, the majority of remedial students demonstrated residual gain. (HOD)

ED 225 106

Smith, Lynn C. And Others

Locating the Recreational Level of Elementary Grade Students.

Pub Date—4 Nov 82

Note—10p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (8th, Biloxi, MS, November 4-6, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Grade 2, Grade 5, Independent Reading, *Informal Reading Inventories, *Readability, *Reading Ability, Reading Interests, *Reading Material Selection, *Reading Research, *Recreational Reading

A study was conducted to compare students' recreational reading levels to their independent, instructional, and frustration levels determinable with an informal reading inventory. Subjects, 20 second grade and 20 fifth grade students, were administered the Basic Reading Inventory. In addition, the school's librarian recorded titles of four books chosen by each student within a 2-month period. These books were freely selected and the children did not know that their choices were being monitored. After the books had been returned to the library, researchers estimated the books' difficulty level with the Fry Readability Graph. Results showed that second grade students selected books for recreational reading within their independent reading level 42% of the time, within their instructional level 25% of the time, and at their frustration level 33% of the time. Fifth grade students, on the other hand, selected books for recreational reading within their independent reading level 42% of the time, within their instructional level 32% of the time, and at their frustration level 26% of the time. When they could select books to read for pleasure, both second and fifth grade students selected books above their independent level 58% of the time. These results indicate that it is inappropriate for educators to prescribe the level of books read for pleasure based on an informal reading inventory. (HOD)

ED 225 107

Mason, Jana M.

Acquisition of Knowledge about Reading: The Preschool Period. Technical Report No. 267.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Contract—400-76-0116

Note—41p.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Development, *Early Reading, Learning Readiness, *Learning Theories, Oral Language, *Prereading Experience, Preschool Education, *Reading Readiness, *Reading Research, Story Reading

Identifiers—Theory Practice Relationship

Unproven beliefs about the process of reading and its instruction and about the effects of maturation and social structure on learning have obscured the question of what children know about how to read. An alternate conceptualization proposes that to learn to read children must obtain experience in three reading contexts: the use of print and its rela-

tionship to oral language (function of print), the rules for relating print to speech sounds (form of print), and the procedures for engaging in the act of reading and for discussing with others what one has read (conventions of print and procedures for instruction). This theory predicts that children need opportunities to learn about all three major systems to learn to read. Results from a test of the theory on young children who had no idea how to spell words, knew no words, and could barely recognize letters indicated that informal or formal instruction using letters, picture cards, printing, and story reading tasks could acquaint children with some of the functional and conventional contexts for reading. Experiences of recognizing words and identifying signs helped children figure out how print was meaningfully related to language, events, and objects. Furthermore, experiences of reading, discussing story information, and rereading stories provided them with a clearer understanding of how one held a book and what to look at when trying to read a story. (HOD)

ED 225 108 CS 006 948

Thompson, Mark E.

Scientific Versus Humanistic Approaches to Reading.

Pub Date—Oct 82

Note—17p; Paper presented at the Annual Meeting of the North Central Reading Association (25th, Flint, MI, October 22-23, 1982).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Technology, *Holistic Approach, *Humanism, *Reading Consultants, *Reading Instruction, Reading Research, Reading Teachers, Research Problems, *Scientific Attitudes, Scientific Methodology

The scientific approach with humans is usually subject to many human and environmental variables that are difficult to control. Reading behavior and reading disability are two of the most researched topics in education and psychology, yet reading research continues to abound with contradictions. Standardized tests, speed reading, and computer assisted instruction all have problems associated with them. A slavish application of technical exercises can be limiting and debilitating. Inspired by John Dewey, humanist teachers emphasize human dignity. They realize that humans are needed to take on the difficult tasks of overcoming educational handicaps and developing qualities of understanding and reason. This job may be aided by technology, but there is no indication that technology can control itself. Furthermore, technology tends to fragment knowledge and skills, while humanistic approaches cut through technical barriers and seek to achieve a broad, integrated perspective for the individual. Reading specialists must be humanistic in approach while understanding the uses and limitations of science and technology. (JL)

ED 225 109 CS 006 949

Spofford, Mark Schmeck, Ronald R.

Levels of Processing and Encoding Specificity:

Does Processing Depth Make a Significant Independent Contribution to Recall Performance?

Pub Date—May 82

Note—19p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cues, Decoding (Reading), *Language Processing, Reading Research, *Retention (Psychology), *Semantics, *Word Recognition

Two experiments examined the effects on recall of encoding and retrieval "depth" (the extent to which subjects process the semantic as well as the phonetic and orthographic attributes of verbal material), encoding-retrieval cue compatibility, and subject versus experimenter generation of cues. In the first experiment, 117 undergraduates, divided into three groups, saw and heard a list of 72 target words. One group was told to write down an associate for each word—one a rhyme, and one just to learn the list for later recall. Rhyming or associate cues were then given on a recall test. Results indicated that encoding depth has an impact on memory performance over and above encoding-retrieval cue compatibility. Semantic processing seemed to produce cued recall superior to phonetic processing even if the cues provided at recall were incompatible with those encountered during encoding. Recall was still

maximized by compatible cues. Using 84 subjects and the same 72 target words, the second experiment added the question of subject versus experimenter generation cues to the questions about encoding depth and compatibility. Results of this experiment confirmed the importance of encoding depth while also indicating that subjects perform better when they generate their own cues. (JL)

ED 225 110 CS 006 950

Bowman, Harry L. Kerr, Norman, J.

A Descriptive Study on the Reading Comprehension and Related Characteristics of U.S. Navy Recruits: A Twelve-Month Profile.

Pub Date—Nov 82

Note—21p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (11th, New Orleans, LA, November 10-12, 1982).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, *Educational Attainment, Individual Characteristics, *Military Personnel, *Reading Ability, *Reading Comprehension, *Reading Research

Identifiers—*Navy

To determine the educationally related characteristics and relationships among selected variables that describe the United States Navy's recruit population, data were obtained on 84,123 recruits who entered the Navy between June 1981 and May 1982. Data were obtained from the Gates-MacGinitie Reading Comprehension Test and the Armed Forces Qualification Test of the Armed Services Vocational Aptitude Battery. Selected variables included years of education, high school graduation status, aptitude test scores, and reading grade level (RGL) scores. Results indicated that with respect to years of education, Navy recruits had completed slightly more than half of the 11th grade on the average. The aptitude of recruits did not appear to vary in any clearly identifiable season or cyclic pattern. The performance of the recruits on reading comprehension showed relative stability across the 12-month period with regard to descriptive measures of central tendency. The conclusions suggest that the recruit population remains relatively stable with respect to central tendency measures on years of education, reading comprehension performance, and aptitude indices. Factors on which distributions by month differed included RGL scores, high school graduation status, high school graduate and nonhigh school graduate recruits who scored above and below the 6.0 RGL criterion, and high school graduation status of recruits who scored below the 6.0 RGL. (HOD)

ED 225 111 CS 006 952

South Carolina Word List, Grades 1-12. Basic

Skills Assessment Program.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of General Education; South Carolina State Dept. of Education, Columbia. Office of Research.

Report No.—ISBN-0-932166-02-4

Pub Date—80

Note—63p.

Pub Type—Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basic Skills, Educational Objectives, Elementary Secondary Education, Readability, Reading Diagnosis, *Reading Instruction, Reading Skills, *Vocabulary, Word Lists

Designed as a resource for reading teachers who are attempting to enhance their students' fundamental reading skills and to permit the more rigorous determination of readability levels for both instructional materials and testing devices, this word list provides a grade-by-grade set of key words students need to master for grades 1 through 12. The first part of the word list contains a description of the list and suggestions for its use, followed by a discussion of the procedures used to generate the list. The major portion of the list contains the vocabulary for each grade level. A cumulative word list for grades 1 through 12 concludes the list. (HTH)

ED 225 112

CS 006 953

Videen, Joan And Others

Correct Word Sequences: A Valid Indicator of Proficiency in Written Expression.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Report No.—IRLD-RR-84

Pub Date—Jul 82

Contract—300-80-0622

Note—61p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, *Evaluation Criteria, Holistic Evaluation, *Measurement Techniques, Sentence Structure, Test Reliability, *Test Validity, *Writing Evaluation, *Writing Research

A study was conducted to determine whether counting correct word sequences is a valid measure of written expression for use in a formative evaluation system for elementary students. A correct word sequence was defined as two adjacent, correctly spelled words that were acceptable within the context of the phrase to a native speaker of the English language. Written expression samples from 50 students in grades 3 through 6 were scored in terms of correct word sequences to investigate (1) the consistency among scorers using the procedure, (2) the typical performance levels of students in these grades on this measure, and (3) the validity of this measure relative to criterion measures of written expression. Analyses revealed that the average inter-scorer agreement was 90.3%. Average scores for students in grades 3 through 6 ranged from 27.3 at grade 3 to 58.8 at grade 6, with an increase of about 10 for each successive grade level. Correlations between correct word sequences and several criterion measures, including a holistic rating, were very high, leading to the conclusion that correct word sequences were highly representative of appropriate writing and that counting them is a valid and reliable measure of written expression. (HOD)

ED 225 113

CS 006 954

Tindal, Gerald And Others

Curriculum Differences in Direct Repeated Measures of Reading.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.—IRLD-RR-93

Pub Date—Oct 82

Contract—300-80-0622

Note—39p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Reading, Curriculum Evaluation, Elementary Education, Measurement Techniques, Oral Reading, *Reading Achievement, *Reading Materials, *Reading Research, *Reading Tests, *Textbook Research, Word Lists

Using 660 elementary school students from six school districts as subjects, a study examined student performance in reading aloud from four different reading curricula (Houghton Mifflin; Ginn 720; Holt, Rinehart & Winston; and Scott, Foresman), and the sensitivity of scores within each curriculum to growth across grade levels. Three different reading measurement tasks were developed. Two of the tasks were curriculum based; the other, which served as a common measure, was not curriculum bound. The two basal reading measurement tasks consisted of a reading passage and a vocabulary list; the common measure was a word list. The testing of the students was conducted within the first month of school. Results indicated that in all grades there appeared to be differences among the reading series in at least one of the measurement tasks—reading word lists or reading passages. The most consistent finding was that, when differences existed, Scott, Foresman and Houghton Mifflin appeared to be in the low student performance set, while Ginn 720 and Holt, Rinehart & Winston appeared in the high student performance set. This was especially true when the task utilized a word list rather than a reading passage. Results further indicated that the tasks for all four curricula adequately reflected student growth across grade levels. (HOD)

ED 225 114 CS 006 955

Walker, Carlene

A Study of the Reading Performance of Entering College Freshmen.

Pub Date—8 Jul 82

Note—49p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Freshmen, Comparative Analysis, Experimental Programs, Higher Education, Longitudinal Studies, Program Effectiveness, Reading Ability, Reading Achievement, Reading Failure, *Reading Instruction, *Reading Research, Reading Tests, *Remedial Instruction, *Remedial Reading, Standardized Tests, *Teacher Effectiveness, Teaching Assistants, Teaching Methods

A study was conducted to determine the reading level of students in a college remedial reading and writing class, the gains they made during a semester of instruction, the differences in gains made by students taking the remedial class alone and those taking that class and the normal basic composition course, and the differences in gains made by students taught by instructors of different academic levels. Subjects, 343 students taking both the remedial course and the basic composition course and 181 students enrolled only in the remedial course in the fall semesters of 1980 and 1981, were given the Nelson-Denny Reading test as a pretest and posttest. The pretest results indicated that both groups in both years read at approximately the mid-ninth grade level. Posttest results for both years also indicated average gains of 4 months for both groups. Students taught by new teaching assistants in small classes showed gains approximately double those taught by experienced teaching assistants, lecturers, or regular faculty. The results suggest using standardized tests to place students, creating and requiring special courses for students who read below grade level, employing computer-aided instruction and intensive laboratory work in these courses, and using teaching assistants to teach them. (JL)

ED 225 115 CS 006 956

Stotsky, Sandra

Exploring Vocabulary Development in Informational Reading Selections: Implications for the Construction of Reading Instructional Series for the Middle Grades.

Pub Date—Dec 82

Note—12p.; Paper presented at the Annual Meeting of the National Reading Conference (32nd, Clearwater, FL, December 4-6, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basal Reading, Comparative Analysis, Content Analysis, *Fiction, Intermediate Grades, Narration, *Reading Instruction, *Reading Materials, *Reading Research, Reading Skills, *Vocabulary Development

Identifiers—*Expository Text

Since derivatives are more likely to occur in expository or informational prose than in fictional, literary prose, a study was conducted to test the hypothesis that systematic contextual development of vocabulary is more apt to occur in informational selections than in fictional literary ones. The teaching of prefixes and the use of prefixed words in the Harcourt Brace Jovanovich (HBJ) Bookmark Reading Program (1979) were examined because at grades 4 through 6 HBJ publishes a separate literature reader and a "skills" reader containing only nonfiction informational articles (although grade 2 through grade 3 material was also examined to establish the series' consistency). Results indicated that while many opportunities existed for systematic expansion of children's knowledge of some prefixes, the skills readers provided few or no opportunities for many others. Surprisingly, while the HBJ series contained more prefixed words than other series at grade 3, after the split, the skills reader contained fewer, not more, derivatives. Most likely the series' heavy use of narrative rather than expository informational selections produced this result. Serious thought must be given to the dominating presence of narrative structure in reading instructional material at the middle grades level; in fact, the dominance of such material may be the cause of some of the problems students have in reading and writing other kinds of prose. (JL)

ED 225 116 CS 006 959

Gibbs, Susan G.

A Comparison of the Effects of Cross-Age and Same-Age Tutoring on the Reading Achievement of Elementary School Students.

Pub Date—Nov 82

Note—44p.; Reading Specialist Certificate Thesis, Potsdam College of Arts and Science, NY.

Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Cross Age Teaching, Elementary Education, *Peer Teaching, *Program Effectiveness, *Reading Achievement, Reading Instruction, *Reading Research, Remedial Instruction, Research Needs, *Tutorial Programs

Identifiers—Meta Analysis

The literature concerning tutoring in the elementary schools was surveyed and evaluated to determine the relative effectiveness of two types of programs—peer and cross-age tutoring. Studies involving each type of program were analyzed separately and effectiveness was judged by the gains in reading achievement experienced by both tutors and learners as measured by various tests. The survey revealed a noticeable lack of same-age tutoring programs containing adequate data for analysis. Because of this lack, the effects of the two types of programs could not be determined. This finding suggests that more peer tutoring studies of a controlled nature be undertaken. (FL)

ED 225 117 CS 006 960

Samojeden, Elizabeth Rauch, Margaret

The Use of Computers in the Classroom.

Pub Date—Nov 82

Note—32p.; Paper presented at the Annual Meeting of the Minnesota Reading Association (Ossin, MN, November 5-6, 1982).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Managed Instruction, *Computer Programs, Educational Technology, Educational Trends, Higher Education, *Reading Instruction, *Study Skills, Two Year Colleges

Intended to provide educators with enough information about the educational uses of computers so that they can make responsible decisions about the usefulness of computers in their own instruction, this paper defines and describes a variety of computer uses and gives advice on the selection of appropriate computer equipment and software. The first section of the paper defines computer assisted instruction (CAI), explaining some of its varieties: drill and practice, tutorial, modeling, and simulation. Other educational uses of computers are also explained in this section. The second section of the paper goes into more detail about CAI, explaining its advantages and disadvantages. This section also gives advice on integrating a computer program into an existing course. Selection of a computer system and the software to go with it are the topics of the third and fourth sections. The appendix contains sample material from an existing CAI program for study skills and the names and addresses of software sources and computing magazines. (JL)

ED 225 118 CS 006 961

Reading and Study Skills and Instruction: College and Adult. Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—8p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Annotated Bibliographies, College Students, Compensatory Education, *Doctoral Dissertations, Higher Education, Learning Activities, Nontraditional Students, Older Adults, Reading Comprehension, Reading Habits, *Reading Instruction, *Reading Interests, Reading Programs, *Reading Research, *Reading Skills, Sentence Structure, *Study Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics:

(1) the effect of selected short stories on reading achievement, attitude, habits, and interests of college students enrolled in compensatory reading classes; (2) journal-published research on college reading skills; (3) college level reading programs in Texas; (4) educating concepts from text; (5) reading-study systems and study management training; (6) recitation strategies for learning from text; (7) reading interests and activities of older adults; (8) reading laboratory credit; (9) theoretically based instructional methods and their impact on adult reading comprehension; (10) the effect of subvocalization on silent reading comprehension; and (11) the effect of syntactic structures on visual processing and recall. (HOD)

ED 225 119 CS 006 962

Reading Achievement: Characteristics Associated with Success and Failure. Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—17p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Annotated Bibliographies, *Cognitive Style, *Doctoral Dissertations, Elementary Secondary Education, Higher Education, *Reading Achievement, Reading Difficulties, Reading Instruction, *Reading Research, *Self Concept, Student Behavior, Teacher Behavior, Television Viewing

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 35 titles deal with a variety of topics, including the following: (1) developmental patterns of good and poor readers; (2) teacher perception of principal leadership behavior and student reading achievement; (3) cognitive style and students' ability to perform reading tasks in content areas; (4) the acquisition and transfer of a new reading skill in students with high or low self-concept; (5) the effect of nonpromotion on self-concept and reading achievement; (6) variables that affect reading interests and abilities in junior high school students; (7) demonstrated story grammar usage and beginning reading success; (8) reading strategies of low, average, and high ability readers across selected content areas; (9) the relationships between structured and unstructured television viewing and reading achievement among fourth grade students; and (10) secondary school students' perceptions of self- and peer-reading behaviors, attitudes, and evaluations. (HOD)

ED 225 120 CS 006 963

Reading and Study Skills and Instruction: Secondary. Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—6p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Content Area Reading, *Doctoral Dissertations, Integrated Activities, Perceptual Development, Reading Comprehension, *Reading Instruction, Reading Rate, *Reading Research, *Reading Skills, Secondary Education, Student Attitudes, *Study Skills

Identifiers—*Reading Strategies

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The seven titles deal with the following topics: (1) the teaching of reading using art as a teaching tool, (2) the effectiveness of a written cueing summary in increasing reading rate and retrieval speed in two content area subjects, (3) the effects of position and conceptual level of adjunct questions on comprehension and attitudes, (4) the effect of prereading strategies on comprehension, (5) the impact of intensive visual perceptual training on reading proficiency, (6) the use of reciprocal teaching of comprehension monitoring strategies to improve reading comprehension, and (7) instructional strategies for helping readers identify the gist in expository text. (HOD)

ED 225 121 CS 006 964

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—17p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, Annotated Bibliographies, *Cognitive Processes, *Doctoral Dissertations, Elementary Secondary Education, Eye Fixations, *Memory, Miscue Analysis, Oral Reading, Psycholinguistics, Reading Ability, *Reading Comprehension, Reading Instruction, *Reading Processes, *Reading Research, Remedial Reading, Sentence Structure

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 39 titles deal with a variety of topics, including the following: (1) oral reading behaviors of early readers; (2) the effects of pictures and mode of presentation on the prose comprehension of third and fifth grade children of varying reading abilities; (3) the effects of improved reading of verb and noun inflectional endings on the reading comprehension of learning disabled students; (4) the effect of message structure on inference making in recall; (5) relationships among concrete and abstract concept development, metacognition, and reading comprehension; (6) hierarchical relationships among the components of the reading abilities of beginning readers; (7) the importance of phrasing to reading comprehension; (8) identification, semantic encoding, and text organization in reading comprehension; (9) the effect of free recall of metaphoric processing in a structured text; (10) the effect of information about sentence referents on children's observational learning of a syntactic rule; and (11) reading processes of skilled older adult readers. (HOD)

ED 225 122 CS 006 965

Reading and Study Skills Instruction: Preschool and Elementary. Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—14p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Annotated Bibliographies, *Basic Reading, *Doctoral Dissertations, Early Childhood Education, Elementary Education, Principals, Reading Attitudes, *Reading Comprehension, *Reading Instruction, Reading Materials, Reading Material Selection, *Reading Research, Schemata (Cognition), Silent Reading, *Study Skills, Textbook Evaluation

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) factors affecting third graders' comprehension of descriptive texts; (2) the trope density of selected first, second, and third grade basal readers; (3) a comparison of study skills instruction found in five widely used basal reading series; (4) trope density in seventh and eighth grade basal readers; (5) the effects of study strategies upon the reading comprehension of above- and below-average readers; (6) the effect of varied sentence construction on the reading comprehension of intermediate grade readers; (7) preschool reading related behaviors; (8) the effect of varied amounts of sustained silent reading on selected aspects of reading/thinking skills and attitude toward reading; (9) the role of the elementary school principal in the management of the primary school reading program; (10) a comparison of syntax in selected basal readers and commercial television programs that are popular with children; (11) evidence on the revisionist argument for grouping for primary grade reading; (12) the effect of teaching a story schema on third grade students' reading comprehension and story writing; (13) readability and plot content in basal readers and children's trade books; and (14) the effect of selected instructional strategies on pupils' reading achievement in grades 2 through 5.

(HTH)

ED 225 123 CS 006 966

Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—11p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Compensatory Education, Doctoral Dissertations, Dyslexia, Elementary Secondary Education, Higher Education, Language Arts, Learning Disabilities, Learning Laboratories, Memory, Questioning Techniques, *Reading Attitudes, *Reading Comprehension, Reading Diagnosis, Reading Difficulties, *Reading Instruction, *Reading Research, *Remedial Reading

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: (1) the effect of a questioning strategy on reading comprehension and attitudes towards reading of secondary school remedial readers; (2) enhancing memory for expository prose; (3) reading disability, language impairment, and reading strategies; (4) dyslexia; (5) the identification and stability of subtypes of disabled readers; (6) the reading skills of the cleft palate child; (7) psychological issues in presumed nonorganic reading problem children; (8) the effects of language training on the reading fluency, written expression, and listening ability of educable mentally handicapped adolescents; (9) diagnosis and treatment in reading; (10) the influence of research on clinical practices in university reading centers; (11) the effect of remedial reading instruction on academic achievement of junior college freshmen; and (12) the influence of parent-child and parent-school relations on the reading achievement of Title I compensatory education students. (FL)

ED 225 124 CS 006 967

Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—9p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Classroom Communication, Content Area Reading, Doctoral Dissertations, Elementary Secondary Education, Ethnography, Higher Education, Knowledge Level, Preservice Teacher Education, *Principals, Reading Achievement, Reading Instruction, *Reading Research, *Reading Teachers, *Teacher Attitudes, *Teacher Characteristics, *Teacher Education, Teacher Effectiveness, Teaching Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the knowledge and skills of elementary school principals relevant to the development of reading programs; (2) the effects of a communication skills training program for elementary school principals on teachers' perceptions of the principals' interpersonal competence and overall level of effectiveness; (3) characteristics of enthusiastic, successful English teachers; (4) factors contributing to the content area teachers' judgments of the reading abilities of secondary school students; (5) short stories in preservice teacher education; (6) teachers' knowledge of reading as a dimension of clarity of reading instruction; (7) school communications; (8) teacher's knowledge of the relationship of auditory acuity and hearing impairment to reading; (9) the effective verbal and nonverbal behavior of seventh grade language arts teachers; (10) high school teachers' attitudes toward error in written composition compared with key principles of Mina Shaughnessy's theory of composing; (11) the method of teaching English presented in educational periodicals

from 1886 to 1917; and (12) the consistency with which teachers at various grade levels convey affect via different channels of communication. (FL)

ED 225 125 CS 006 968

Testing and Evaluation in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—10p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Communication Research, *Doctoral Dissertations, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Higher Education, Reading Achievement, *Reading Instruction, *Reading Research, *Reading Tests, Test Construction, Testing, Test Reliability, *Test Use

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with a variety of topics, including the following: (1) the preparation of eighth grade students for criterion referenced reading testing and its effect on standardized reading scores; (2) alternative cloze test formats for use with fourth and sixth grade readers; (3) the relationship between early identification procedures during kindergarten and subsequent third grade reading achievement; (4) sixth and seventh grade standardized test scores as predictors of performance on the verbal sections of SATs; (5) the development and testing of a systematic observation instrument to study teacher effectiveness in the reading classroom; (6) the design, implementation, and evaluation of a criterion referenced diagnostic/prescriptive reading course for college students; (7) the development and evaluation of a self-report instrument to measure conflict management style; (8) the relationships between a visual reversals test and a phonemic segmentation task and end-of-first-grade reading achievement; (9) the validity of the descriptive tests of language skills and other predictor variables in the placement of basic skills students in a college developmental reading course; and (10) the evaluation of a college developmental reading program on the criteria of retention of reading achievement, change in attitude toward reading, and student satisfaction with reading instruction. (HTH)

ED 225 126 CS 006 969

Templer, Lois

Readability: Cloze Procedures for Assessing High School Text and Resource Books.

Pub Date—Jul 82

Note—18p.; Paper presented at the Annual Meeting of the World Congress on Reading (9th, Dublin, Ireland, July 26-30, 1982).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cloze Procedure, *Content Area Reading, Language Aptitude, *Readability, Reading Ability, *Reading Material Selection, Secondary Education, Test Construction, *Testing, *Test Use, Textbook Selection

Cloze tests assess the readability of a book for students in a far more personal way than formulas or standardized tests of reading comprehension. The cloze procedure reflects the total language abilities in the following ways: familiarity with sentence structure, context clues, and vocabulary, and the ability to draw inferences from written prose. Cloze tests can be used to identify students' retarded or superior reading ability, for research and diagnostic purposes, or in ways which vary according to what is to be measured. To construct a cloze test of readability, (1) select two representative passages from near the beginning of the book, (2) delete words to a regular pattern, and (3) delete a proportion of nouns approximately equal to one-fifth of the total number of nouns in the passage. To administer and score the test, have the students fill in each blank with the exact missing word, count correct responses, and convert correct responses to a percentage. The cloze procedure is particularly helpful at the high school level. All new entrants to the school can be given a cloze test, using the social studies text as their first topic. The scores from this test can give content area teachers better insight into the readers'

understanding and ability, and into what will or will not be suitable instructional material for a specific purpose. (HOD)

ED 225 127 CS 006 971

Smith, Alice M. And Others

An Analysis of Reading and Study Skills Elements.

Pub Date—[79]

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Methods, Higher Education, Measurement Techniques, Reading Habits, *Reading Instruction, *Reading Research, *Reading Skills, *Reading Tests, Student Attitudes, *Study Skills, *Test Reliability

Identifiers—*Survey of Study Reading Habits

A study measured student awareness of a variety of reading and study skill elements: author attitude and bias, signal words, vocabulary, organizing to read, notetaking, mental imagery, and reading flexibility. It also established a reliability coefficient for the Survey of Study-Reading Habits instrument, a 15-item, 4-point Likert type scale designed to record responses to these elements. Subjects, 26 college undergraduates, were split into equal control and treatment groups of 13 students each. The treatment group was enrolled in an analytical reading course and the control group was enrolled in a college reading course. Both groups took the Survey of Study-Reading Habits as a pretest and retook it at the end of 6 weeks. Analysis of the data obtained from the tests revealed no significant differences between the treatment and the control groups. The instrument's reliability coefficient of .63, however, indicates that it can be used to measure perceived class effectiveness in reading and study skills. Different results might be obtained with a larger sample size treated over a longer period. (Tables of results and the instrument are included) (JL)

ED 225 128 CS 006 972

Valtin, Renate

Studies of Dyslexia: Implications for Education.

Pub Date—Jul 82

Note—44p.; Paper presented at the Annual Meeting of the World Congress on Reading (9th, Dublin, Ireland, July 26-30, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Dyslexia, Elementary Education, *Foreign Countries, Literature Reviews, Reading Diagnosis, Reading Difficulties, *Reading Research, *Remedial Reading, Research Methodology, *Spelling, Teacher Effectiveness

Identifiers—*Germany

A review of German research studies on dyslexia since 1970 found 70 studies that were either empirical investigations or new theoretical perspectives on already existing data. These studies were then classified according to whether they were explicitly or implicitly related to educational procedures and according to their inherent assumptions about the nature of reading disability and reading or spelling programs. Studies with implicit educational value were again classified according to how they identified characteristics of poor readers or spellers: causal factors, deficits in psychomotor or cognitive domains, characteristic symptoms in reading or spelling (eye movements and errors), and partial deficit processes. Studies with explicit educational value were divided according to their psychological interventions (cognitive, psychomotor, psychotherapeutic, muscle relaxation, autogenes) and according to their specific program (cognitive, linguistic, comprehensive, prevention, remedial). Studies reviewed revealed some of the following: (1) training effect was independent of the IQ of the children; (2) despite 2 years of remedial education in the elementary school, 20% to 30% of the children still had severe spelling problems; (3) many children were able to overcome their dyslexia through specific instruction and without psychotherapeutic interventions; and (4) programs that were specifically designed to meet individual needs were more effective than comprehensive programs. (HOD)

ED 225 129

Smith, David M. And Others

Using Literacy Outside of School: An Ethnographic Investigation. Final Report.

Pennsylvania Univ., Philadelphia.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—16 Apr 82

Grant—NIE-G-81-0035

Note—233p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Asian Americans, *Black Culture, Cultural Context, *Cultural Influences, Elementary Education, *Ethnography, Family Attitudes, *Family Life, Family Relationship, *Inner City, Literacy, Reading Research, Reading Skills

A 2-year study examined the leisure reading of 60 and other language arts instruction in elementary school classrooms in west Philadelphia, Pennsylvania, led to the conclusion that many school practices were based upon assumptions of the out-of-school lives of students that were of questionable accuracy. Consequently, the researchers were asked to describe in as much detail as possible the regular routines of the families with which they were working. The researchers did not establish a research schedule but negotiated a series of contacts based on the mutual obligations of friendship. The result was a set of portraits that constituted a case study in some aspect of the culture of literacy. Although most of the reports describe inner city Black families, two reports look at literacy use among relatively recently arrived Southeast Asians. All of the families are poor, and some are on welfare. All of the families are concerned that their children succeed in school, but not at any cost. Two themes that characterize these portraits are (1) the care with which the families organize themselves to make full use of the resources they have to meet the demands of school and the workplace while living lives of dignity and happiness, and (2) the fear that they may not be doing everything they should or could be. The typical posture of a family is, "we will do everything we can to meet the school's demands; however, we will not sacrifice those things that give meaning and dignity to us. School success isn't the only thing important for our children to experience." (HOD)

ED 225 130

Heather, Pauline

Young People's Reading: A Study of the Leisure Reading of 13-15 Year Olds.

Pub Date—Jul 82

Note—13p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (19th, Newcastle upon Tyne, England, July 19-23, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Literature, *Adolescents, Foreign Countries, Instructional Improvement, Literature Appreciation, Longitudinal Studies, Periodicals, *Reading Habits, *Reading Interests, *Reading Material Selection, *Reading Research, *Recreational Reading, Secondary Education, Teacher Influence

Identifiers—England

A 2-year study examined the leisure reading of 60 13- to 15-year-old students in England. Each subject was interviewed once a term for five terms, and was asked to keep a "reading diary" containing information about books read. Results indicated that young people do read, probably more than teachers think. Specific findings showed that (1) although the amount of reading tended to decline over time, this pattern was not invariable; (2) reading habits were affected by pressure of examinations and homework, summer holidays, other leisure activities, family commitments, and difficulty finding suitable books; (3) magazine reading was prevalent and declined less than book reading; (4) most of the books read were adult books and more than half the books had some link with the mass media; (5) buying, borrowing from the public library, and borrowing from friends and family were the three main sources of books; and (6) books were chosen because of author, recommendation, influence of mass media, type, or attractiveness of cover. These results suggest that teachers should be more concerned with quality of response than quality of the literature. Teacher influence is also a crucial factor in getting students to read. (JL)

CS 006 973

ED 225 131

McNeil, John D.

A Janus Look at Reading Comprehension.

Pub Date—Jan 83

Note—11p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (50th, Claremont, CA, January 21-22, 1983). Flow chart will not be legible.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Comparative Analysis, Context Clues, *Educational Theories, Learning Processes, Prior Learning, *Reading Comprehension, *Reading Instruction, *Schemata (Cognition)

Identifiers—Claremont Reading Conference

Noting that researchers in the fields of cognitive psychology, artificial intelligence, and linguistics are taking a constructivist view of reading comprehension, this paper undertakes a comparison of that view with views concerning comprehension that have been expressed at the Claremont Reading Conferences over the past 50 years. The first section of the paper lists four assumptions basic to the constructivist view of comprehension: (1) what one knows affects what he or she will learn from reading; (2) both concept-driven and data-driven processes are necessary in comprehension; (3) the deeper one processes text, the more it will be remembered; and (4) context influences what is recalled. This section points out that teaching practices following from this view call for activating those concepts (schemata) that are related to the reading material, predicting what will follow, engaging in mental imagery, monitoring predictions, and revising. The second section of the paper reviews the various views of reading comprehension that have been offered by speakers at the Claremont Reading Conference since its inception. It concludes that these views are remarkably compatible with the constructivist theory. The final section of the paper discusses practices that are consistent with the previously discussed views. (A computer program flowchart for reading comprehension is appended.) (FL)

ED 225 132

Malmberg, Steven R. And Others

Stepping Stones...An Early Intervention Strategy for Low Reading Readiness Students.

Sault Sainte Marie Public Schools, Mich.

Pub Date—Feb 83

Note—107p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Compensatory Education, Federal Programs, *Formative Evaluation, Intervention, Primary Education, *Program Evaluation, Reading Difficulties, *Reading Instruction, Reading Programs, *Reading Readiness, Reading Research, *Remedial Reading, Teacher Role, *Teaching Methods

Identifiers—*Elementary Secondary Education

Act Title I

The Sault Ste. Marie (Michigan) Area Public Schools' Compensatory Education Division undertook a 2-year process evaluation of the effectiveness of an early intervention strategy for low reading readiness kindergarten children enrolled in Title I programs. The first year of the evaluation sought to determine whether children exposed to this strategy performed better on the Stanford Early School Achievement Test (SESAT) than students receiving only the regular supplementary Title I services. Subjects, children identified at the end of kindergarten as high risk students, were randomly divided into three groups. During the fall semester, one group received the regular Title I services, while the remaining two groups received the special intervention strategy. During the spring semester, the regular Title I group was switched to the special intervention, one of the two special intervention groups continued with the program, and the third group received both the Title I services and the special intervention. Results showed no significant differences in the performance of the three groups at midpoint of the first year; however, second semester differences were significant. An apparent intervention effect occurred indicating superior achievement for students receiving the special intervention alone. The second year of the evaluation will investigate the effectiveness of both type of intervention and format of intervention upon SESAT performance. (FL)

CS 006 975

ED 225 133

CS 006 979

Weisberg, Renee K.

How Consistent Is the Clinical Diagnosis of Reading Specialists?

Pub Date—Oct 82

Note—20p.; Paper presented at the Annual Meeting of the College Reading Association (26th, Philadelphia, PA, October 28-30, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Comparative Analysis, Graduate Students, Higher Education, *Reading Consultants, *Reading Diagnosis, Reading Difficulties, *Reading Research, *Reliability, Teacher Education

Identifiers—Inquiry Theory

A series of research studies on the consistency of reading specialists' diagnoses of students with reading problems have indicated that clinical agreement has been astonishingly low. To investigate which factors seem to lead to consistency in clinical diagnosis, a study was conducted based on a theory of clinical problem solving called inquiry theory. This theory describes the ways in which a clinician approaches a case in order to diagnose the problems and recommend a program of remediation. Interactions are determined by the characteristics of the case material and by the clinician's memory and strategies. An assumption is that clinicians having had the same training will have greater similarities in their memories and problem solving strategies. Three reading disability cases—two actual cases, with the third being a slightly altered version of the first—were diagnosed by eight graduate students enrolled in a diagnostic practicum in a master's degree program for the reading specialist certification. Eight reading specialists in the field who had been trained in eight different institutions also diagnosed the same three cases. For the two cases that were actually the same, results showed a significantly higher intrasubject consistency among the graduate students than among the clinicians. While the intrasubject consistency was higher than intersubject consistency for the graduate student group (whose agreement was 100% consistent for the replicate cases), intersubject consistency was higher than intrasubject consistency for the reading specialist group. (HOD)

ED 225 134

CS 006 980

Brown, Ann L. And Others

The Development of Plans for Summarizing Texts. Technical Report No. 268.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Contract—400-76-0116

Grant—NICHHD-HD-00111; NICHHD-HD-06864

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Cognitive Processes, *Developmental Stages, Elementary Secondary Education, Higher Education, *Planning, Predictor Variables, *Reading Comprehension, Reading Instruction, *Reading Research, Recall (Psychology), Retention (Psychology), *Writing Skills

Identifiers—Reader Text Relationship, *Summarization

A study examined the ability of subjects of varying ages to write summaries of very familiar material. In particular, it explored the subjects' planning activities both prior to and during the summarization task. The subjects, 15 fifth, 16 seventh, and 15 eleventh grade students and 11 college students, were given two stories to study for a week. They were told to concentrate on all the details in each story. At the end of this period, they were given large sheets of blank paper and told to write a summary of one of the stories. They were allowed to consult the story while writing. Results revealed that college and eleventh grade students outperformed the younger students in their propensity to plan ahead by making rough drafts of the summary, in their sensitivity to fine gradations of importance in the text, and in their ability to translate ideas into words. Planning, not age as such, was the best predictor of efficiency, although the age and propensity to plan were highly correlated. The findings suggest

that when a summary is not just a measure of automatic retention, the ability to work recursively on information to render it as succinctly as possible depends on judgment and effort, as well as knowledge and strategies, and is, therefore, late developing. (FL)

ED 225 135

CS 006 981

Palincsar, Annemarie Sullivan Brown, Ann L.

Reciprocal Teaching of Comprehension-Monitoring Activities. Technical Report No. 269.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Contract—400-76-0116

Grant—NICHHD-HD-05951; NICHHD-HD-06864

Note—81p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Aptitude, Classroom Techniques, *Cognitive Processes, Grade 7, Junior High Schools, Learning Activities, *Metacognition, Prediction, Questioning Techniques, *Reading Comprehension, Reading Difficulties, Reading Instruction, *Reading Research, Training Methods

Identifiers—*Reciprocal Teaching, Summarization

Three studies were conducted to test the effectiveness of reciprocal teaching as a means of instructing seventh grade poor readers about activities they could use to increase comprehension and to ascertain that their comprehension was proceeding smoothly (comprehension monitoring). Reciprocal teaching involves having teacher and students take turns leading dialogues focusing on pertinent text features. Four comprehension-enhancing activities were emphasized: summarizing, questioning, clarifying, and predicting. The reciprocal method was compared to a traditional teaching method in the first study, with the reciprocal method producing greater gains and maintaining those gains over a longer period than the traditional method. In the second study, reciprocal teaching resulted in sizable gains on laboratory comprehension tests; reliable maintenance; generalization to classroom comprehension tests; transfer to novel laboratory tasks that tapped the trained skills of summarizing, questioning, and clarifying; and improvement of scores on standardized comprehension tests. These results were replicated in the third study in which volunteer teachers (rather than experimenters) used the method with their own reading groups. (Extensive tables of data are appended.) (FL)

ED 225 136

CS 006 982

Macrorules for Summarizing Texts: The Development of Expertise. Technical Report No. 270.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Contract—400-76-0116

Grant—NICHHD-HD-00111; NICHHD-HD-06864

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Age Differences, *Cognitive Processes, *Developmental Stages, Elementary Education, Expository Writing, Higher Education, *Reading Comprehension, Reading Difficulties, *Reading Instruction, Reading Research, *Study Skills

Identifiers—*Summarization

Three studies were conducted to investigate the development of the ability of individuals of varying ages to use macrorules for paraphrasing expository text. Macrorules were defined as the general rules of deletion, superordination, selection, and invention that underlie comprehension of prose. In the first study, 18 fifth grade, 16 seventh grade, 13 tenth grade, and 20 college students were given expository texts and told to summarize them. They were allowed to do anything that would help them write good summaries, including taking notes, underlining text, writing rough drafts, and keeping their notes and rough drafts at hand while summarizing. The results were marked for use of macrorules by

independent raters. In the second study, college rhetoric instructors ("experts") completed a similar task. In addition to summarizing the material, they were asked to talk about their methods for completing the task and about how they taught their students to summarize. In the third study, 20 junior college students ("novices"), completed a similar task. Results showed that older high school students, college students, and "experts" wrote better and used rules more efficiently while writing than did younger students and novice writers. There was also a marked tendency on the part of more mature students to rearrange material across paragraphs, combining according to common topic. (FL)

ED 225 137

CS 006 983

Anderson, Richard C. And Others

The Reading Group: An Experimental Investigation of a Labyrinth. Technical Report No. 271.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 83

Contract—400-76-0116

Note—96p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Aptitude, Grade 3, *Grouping (Instructional Purposes), Predictor Variables, Primary Education, Readability, *Reading Comprehension, *Reading Instruction, *Reading Interests, *Reading Research, Teaching Methods, *Word Recognition

Identifiers—Reading Groups

Two experiments were conducted to determine whether a meaning emphasis or a word identification emphasis would give better results in a third grade reading lesson. The results investigated more than 30 factors and their two-way interactions. In the first experiment, 259 children were placed into reading groups arranged either homogeneously or heterogeneously according to teacher judgment and standardized reading test scores. Each small group met individually with a researcher who conducted a reading lesson with either a meaning or a word identification emphasis. The second experiment was a replication of the first, with 86 children participating. Results showed that lessons with an emphasis on meaning produced better results than those with an emphasis on word identification with both good and poor readers. Other findings include the following: (1) in groups receiving the word identification emphasis, reading performance depended on instructional time; (2) in both groups, the child taking an active turn got more from the lesson than did the children who followed along; and (3) the level of interest of the material was a major factor in reading performance, far more important than readability. (FL)

ED 225 138

CS 006 985

Treza, Janet M.

Reading for Sale!

Pub Date—Oct 82

Note—7p.; Paper presented at the Annual Meeting of the Keystone State Reading Association (15th, White Haven, PA, October 13-15, 1982).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Literature Appreciation, *Motivation Techniques, *Parent Participation, *Parent School Relationship, Program Descriptions, Reading Attitudes, *Reading Instruction

Newspaper media provide one way to motivate students' parents to be in tune with the ways, the hows, the wherefores, and the importance of reading. For example, in the Phoenixville Area School District (Pennsylvania), the reading department writes a monthly column for parents in the local newspaper. The column's topics are based on data gathered from parent surveys, parent advisory meetings, and reading department staff meetings. A crossword puzzle for children is always included. The reading department also uses "Make and Take" workshops. These involve parents coming to school and making reading games to take home to use with their children. In addition, parents are invited to come into the elementary schools during 1 week of the year for the "Parents as Reading Partners" program. At this time, parents read a story or a book to a class. This activity impresses upon the children the

importance of reading. Still another project is the "Book Swap 'n Shop," in which children bring used books to school to be exchanged for other books. By working with and reaching parents, the schools have been able to reach more children and to improve children's reading test scores. (HOD)

ED 225 139 CS 006 986
Shirley, Fehi L.

Critical Reading That Makes a Difference.
Pub Date—Jan 83

Note—21p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (50th, Claremont, CA, January 21-22, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, *Classroom Techniques, *Critical Reading, *Critical Thinking, Educational Objectives, Educational Responsibility, Elementary Secondary Education, Instructional Improvement, Mass Media Effects, *Persuasive Discourse, Propaganda, *Reading Instruction, Relevance (Education), *Student Needs, Teacher Effectiveness, Teaching Methods

Developing individuals who can think and read critically when confronted by the language of commercial and political persuaders is an important goal of reading instruction and of education in general. To make students capable of dealing with the omnipresent propaganda of the modern world, teachers themselves must have a functional concept of critical reading. A model of the critical reading process for use by elementary and secondary school teachers consists of five interdependent phases: (1) awareness of the denotations and connotations of words, (2) suspension of judgment, (3) interpretation, (4) problem solving, and (5) insight. Associative exercises—the study of poetry, analysis of advertisements and other activities can help elementary and secondary school students understand the emotional power of connotation. Exercises stressing the importance of context, lessons on subliminal advertising, and fables are just some of the techniques that can be used to teach students to suspend judgment. Teachers can use an intensify/downplay pattern of questions to sharpen students' interpretive skills. Both elementary and secondary school students can apply the scientific method to problem solving. When readers understand both themselves and the true nature of a situation, they have reached the last phase of critical reading, insight. (JL)

ED 225 140 CS 006 991

McNinch, George H., Ed.

Comprehension: Process and Product. First Yearbook of the American Reading Forum.

Pub Date—81

Note—150p.; Small print on most pages may not reproduce.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adults, Content Area Reading, Disabilities, Elementary Secondary Education, English Instruction, Higher Education, *Reading Comprehension, Reading Difficulties, *Reading Instruction, Reading Programs, Reading Research, Teaching Methods, Writing Instruction
Papers delivered at the First American Reading Forum are collected in this yearbook. Focusing on the theme of comprehension, many of the essays respond to a preceding essay. The essays and reactions cover a variety of topics, including the following: (1) comprehension measures, (2) instructional strategies to promote comprehension, (3) current research and analysis of definitions of comprehension, (4) studies assessing secondary teachers' attitudes and perceptions of competency in content area reading instruction, (5) pupil reading pursuits in content area classrooms, (6) reducing test anxiety effects on reading comprehension of college students, (7) the comprehension of mathematical language, (8) the development of children's composition skills following targeted discussions of a distinctive literature selection, (9) adolescent literature as a vehicle for developing comprehension and composition skills, (10) reading instruction for prison illiterates, (11) sentence complexity, (12) strategies employed in miscomprehension, (13) textual constraints affecting adults' free recall, (14) teaching disabled students to read, (15) individualized reading programs, and (16) using advanced organizers in the classroom. (HTH)

ED 225 141

McNinch, George H., Ed.

Reading in the Disciplines. Second Yearbook of the American Reading Forum.

American Reading Forum.

Pub Date—82

Note—129p.; Small print on most pages may not reproduce.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adults, *Content Area Reading, Elementary Secondary Education, Higher Education, Language Arts, Mathematics, Older Adults, *Reading Comprehension, *Reading Instruction, Reading Research, Reading Skills, Reading Teachers, Sciences, Social Studies, Teaching Methods

Papers delivered at the second American Reading Forum are collected in this yearbook. While all of the essays focus on the theme of reading in the disciplines, many of them respond to a preceding essay. The essays and reactions cover a variety of topics, including the following: (1) a qualitative analysis of reading instruction in low level language arts and reading classes in high school, (2) assessment of middle school content text difficulty, (3) vocabulary instruction in mathematics, (4) glossing for improved comprehension, (5) use of student-generated questioning procedures to stimulate and promote reading comprehension skills of students, (6) mnemonics, (7) cognitive process instruction in science, (8) using sports to stimulate critical thinking, (9) the relationship of writing to aspects of intelligence and reading, (10) reading courses for teachers in the disciplines, (11) literary versus scientific reading in college, (12) developing cognitive relationships in social studies through trade books, (13) post-schooling concerns for reading in the disciplines, (14) training administrators in the supervision of content area reading teachers, (15) reading and the elderly, and (16) critical reading, reasoning, and consumer decision making. (HTH)

ED 225 142

Putnam, Lillian R. Farber, Frances

Evaluation of Oral Responses of Urban First Graders in Five Different Reading Programs.

Pub Date—Dec 82

Note—13p.; Paper presented at the Eastern Regional Conference of the International Reading Association (4th, Boston, MA, December 2-5, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basal Reading, Comparative Analysis, Grade 1, Language Acquisition, *Language Skills, *Oral Language, Primary Education, *Reading Programs, *Reading Research, Skill Development, Textbooks

A study compared selected language features of children in five different reading programs. Selected for study were two first grade classes from each of five urban school districts that were using either the Lippincott, Language Experience, Houghton Mifflin, Open Court, or the Ginn 720 basal reading programs. A prereading test was administered to determine if significant differences existed between the groups in reading readiness. In the fall, a story was read aloud up to its climactic point to each child individually, and each was asked to predict a story ending. Responses were taped, transcribed, and analyzed. The process was repeated in the spring. Statistical analyses were completed for (1) total number of predictions, (2) total number of words expressed, (3) number of T-units, (4) average length of T-unit, and (5) average syntactic complexity. Children in the Lippincott and Ginn 720 programs made significant gains in number of predictions. Children in those two programs and the Language Experience program made significant gains in total number of words. The Lippincott, Language Experience, and Houghton Mifflin programs made significant gains respectively on number of T-units, total number of words, and average syntactic complexity. Those in the Open Court program made no significant gains on any of the variables, while those in the Lippincott program did so on three of the five variables. (HTH)

CS 006 992

ED 225 143

Anang, Arlene J.

What Is Reading?: A Social Theory of Comprehension Instruction.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IRT-OP-62

Pub Date—Oct 82

Contract—400-81-0014

Note—19p.

Available from—The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 (\$2.50).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Processes, *Cultural Differences, *Cultural Influences, Elementary Education, Grouping (Instructional Purposes), Learning Theories, Minority Group Children, Reading Attitudes, *Reading Comprehension, *Reading Instruction, Social Influences, *Social Theories

Identifiers—*Social Constructivism

Focusing on the social nature of reading instruction provides another direction to research and study that both differs from and adds to cognitive research. H. Mehan's theory of social constructivism emphasizes that the development of cognitive processes occurs within the individual through the internalization of interactions between learners and more capable "teachers." This approach demonstrates that ability and intelligence are not static, but are dynamic, collaborated responses to specific interactions. Success or failure in schools, therefore, may be due to cultural matches or mismatches between teachers and students or schools and homes. This explanation is especially salient since so many school "failures" are members of minority, culturally different groups. Changing patterns of failure among minority group children may indicate a need to modify the social and cultural systems at work within classrooms. Children's conceptions, attitudes, and expectations about reading must be studied to discover how they differ from those imparted within the social settings of reading groups, since reading groups tend to emphasize oral reading and subskill tests rather than comprehension of text. The fact that low reading groups are often composed of minority students who have a harder time understanding this emphasis may exemplify cultural mismatch between students and teachers rather than difference in ability. Studying the sources of mismatches may indicate how to alleviate these problems. (Author/FL)

ED 225 144

Gordon, William M.

The Reading Curriculum: A Reference Guide to Criterion-Based Skill Development in Grades K-8.

Report No.—ISBN-0-03-062128-3

Pub Date—82

Note—261p.

Available from—Praeger Publishers, 521 Fifth Ave., New York, NY 10175 (\$29.95 cloth).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Elementary Education, Reading Comprehension, *Reading Instruction, Reading Programs, *Reading Skills, *Skill Development, Study Skills

Intended for reading instructors of kindergarten through grade 8 students, this book offers a comprehensive view of the skills needed for a student to become an effective, lifetime reader. Instead of presenting a method for teaching reading, it presents the skills common to most reading programs. Chapters in the first section discuss the history of the development of reading instruction, the reading climate, and the fundamentals of reading instruction. Section two presents the scope and sequence for the activities, then the reading curriculum for each grade as a series of skills statements related to the three broad categories of reading skills development, comprehension development, and research and study skills. Beginning with the second grade, a summary check list of skills is included. To reflect shifts in emphasis, these skills are also grouped into three categories according to grade: primary, elementary, and junior high school. Evaluation of reading progress is discussed in the third section. Topics covered include the assessment climate, nonstand-

ardized and standardized assessment instruments, and recording and reporting assessment data. Appended is a list of states with minimum standards for reading. The book concludes with a bibliography and index. (HTH)

ED 225 145 CS 006 998

Wadleigh, Merritt Edward

A History of Reading Programs Involving Instruction in the Content Areas, 1966-1981.

Pub Date—24 May 82

Note—83p.; M.S. Thesis, Moorhead State University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Content Area Reading, Educational History, *Educational Trends, Literature Reviews, *Program Effectiveness, *Reading Programs, *Reading Research, Remedial Reading, Secondary Education, Teacher Education

Six questions guided a literature review of content area reading instruction in American secondary schools since 1966: (1) What is the history of reading instruction in American secondary schools through 1965? (2) Why is reading instruction at the secondary level important? (3) What are some factors both within and without secondary schools that inhibit the development of effective reading programs that involve content area reading instruction? (4) What are some of the programs that related reading to content areas and that were operative in American secondary schools between 1966 and 1981? (5) To what extent have these programs been successful? and (6) What are the trends in programs involving content area reading instruction? Analysis showed that the idea of teaching reading in the content areas could be traced back to the 1930's, but that the principal type of reading instruction has been remedial, with an expansion of developmental reading in the 1950's and 1960's. The departmentalization of the schools and teachers' lack of training have inhibited the union of reading and content instruction. Two trends in these reading programs were making the teaching of reading the responsibility of English departments and using inservice education to train content teachers how to teach reading with their own content materials. (HOD)

ED 225 146 CS 207 026

McElreath, Mark P.

Using the Nominal Group Technique to Teach Ethics in Public Relations.

Pub Date—Jul 82

Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ethical Instruction, *Ethics, *Group Dynamics, Higher Education, Journalism Education, *Public Relations, *Teaching Methods, Values Education

Identifiers—*Nominal Group Technique

Nominal Group Technique (NGT), a highly structured group process that seeks to provide an orderly procedure for obtaining qualitative information from target groups who are most associated with a problem area, can be used to teach ethics in public relations classes. In NGT, members work in the presence of one another but do not interact except during specific time periods in the process. While it is designed to be a nonthreatening and depersonalized experience, NGT does deliberately create tension. In an undergraduate public relations theory course with 50 students, NGT can be used to cover the topic of ethics over four class periods. During the first class, the teacher introduces the general topic of ethics by means of a lecture. During the second class period, he or she explains NGT's strictly structured interaction, divides the class into groups, and acts as an authoritarian task-master who imposes the silence and independent thinking that are the hallmarks of NGT. Listing of ideas developed in silence moves the students toward consensus about what they think are important ethical situations that should concern a public relations practitioner. During the third class period, NGT is used to help the students identify strategies for dealing ethically with the situations identified during the previous period. These strategies are explained and critiqued during the final class period on the topic. (Includes a guide for using NGT to teach ethics in public relations.) (JL)

ED 225 147

Matthews, Dorothy, Ed.

Producing Award-Winning Student Writers: Tips from Successful Teachers.

Illinois Association of Teachers of English, Urbana. Pub Date—82

Note—83p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—Illinois English Bulletin; v70 n1 Fall 1982

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academically Gifted, *Creative Teaching, High Schools, Instructional Improvement, Student Teacher Relationship, Teacher Attitudes, *Teacher Effectiveness, *Teaching Methods, *Writing Exercises, *Writing Instruction

This special journal issue consists of 14 articles by outstanding teachers explaining what they do to get their students to write effective stories and essays. The issue's introduction discusses a study of similarities in techniques among successful writing teachers. The second section, "Writing Approaches, Ideas and Assignments," contains six articles covering such subjects as writing workshops, warmup exercises for writing short stories, and a process for teaching detail. The four articles in the third section, "Classroom Environment and Teacher Philosophy: An Overview," report on the beliefs and specific practices of successful writing teachers and programs. The final section, "Learning from Students," contains three articles that reveal how teachers have improved their teaching and their knowledge simply by appreciating the wisdom of their pupils. (JL)

ED 225 148 CS 207 289

Matthews, Dorothy, Ed.

Popular Literature: Its Compatibility with the Basics.

Illinois Association of Teachers of English, Urbana. Pub Date—83

Note—53p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—Illinois English Bulletin; v70 n2 Win 1983

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescent Literature, Censorship, Elementary Secondary Education, *English Instruction, Higher Education, Instructional Improvement, Literary Criticism, *Literature Appreciation, *Popular Culture, *Reading Materials, Reading Material Selection, *Student Interests, Student Needs, Teaching Methods

This special journal issue contains nine articles on the subject of using popular literature in the classroom. Subjects covered in the articles include (1) using vernacular supernatural literature to teach the skills of literary analysis, (2) teaching Agatha Christie's "Curtain," (3) pairing the classics with detective fiction, (4) using fantasy literature with students afraid of great literature, (5) the classroom potential of science fiction, (6) the novels of S.E. Hinton, (7) using adolescent fiction to teach values clarification, (8) using traditional fables in the classroom, and (9) encouraging student involvement through popular books. A concluding article discusses ways to cope with censorship. (JL)

ED 225 149 CS 207 294

Faigley, Lester Skinner, Anna

Writers' Processes and Writers' Knowledge: A Review of Research. Technical Report No. 6.

Texas Univ., Austin.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—31 Aug 82

Grant—G008005896

Note—71p.; Prepared through the Writing Program Assessment Project. Figures may not reproduce.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Processes, Educational Theories, Elementary Secondary Education, Higher Education, Literature Reviews, *Prewriting, *Revision (Written Composition), *Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Research

Identifiers—*Theory Practice Relationship

After a short introductory chapter to this literature review on composing processes, the second chapter examines research that covers the timing and content of planning, planning subprocesses, employing planning strategies, and instruction in planning. Studies in the third chapter are divided into two sections, oral and written discourse production and instruction in producing texts. The sections in the fourth chapter deal with research concerning classification systems for revision changes, revising strategies, why writers revise, and instruction on revision. The final chapter deals with studies that outline the kinds of knowledge a writer possesses about language, the conventions of writing, and a particular writing situation. This chapter argues that examining a writer's knowledge is essential to understanding changes in composing and suggests directions for future research. The studies cited in the document are then listed. (JL)

ED 225 150 CS 207 297

Chamberlin, John Harder, John

International Development Education in the English Classroom.

Pub Date—Aug 82

Note—27p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (15th, Saskatoon, Canada, August 15-20, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Critical Reading, *Cultural Awareness, *Developing Nations, *English Instruction, Global Approach, *Integrated Activities, *Literature Appreciation, *Mass Media, Models, Secondary Education, Teaching Methods

Identifiers—Marcuse (Herbert)

International development education in the English classroom might consist of the critical analysis of print-media coverage of events in the Third World and the reading of fiction written by Third World authors. An integration of both activities requires a theoretical framework that would affirm the usefulness of the discipline's pursuits in language study and in the reading of literature and that would also offer interrelated theories of both the mass media and of artistic, imaginative fiction. Such a theoretical structure is provided in two works by Herbert Marcuse: "One-Dimensional Man" and "The Aesthetic Dimension." These two books offer a convincing explanation of the complacent, consumerist attitudes of so many students and also a rationale for the potential that the study of language and literature has to change those attitudes. Two analytical methodologies in particular are available for teaching students the skills needed for critiquing the language of news coverage: general semantics and sign theory. A sign theory diagram offers a model for how graphics and the overall import of news are interpreted. Using Marcuse for direction, a teacher can help students to read Third World novels such as "One Hundred Years of Solitude" and "Things Fall Apart." Students' participation in such fiction can contribute to their global awareness. (HOD)

ED 225 151 CS 207 299

Selfe, Cynthia L.

Wordsworth II: New Wave CAI for College Composition Teachers.

Pub Date—Nov 82

Note—15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *Computer Assisted Instruction, *Computer Oriented Programs, Cooperative Planning, English Instruction, Higher Education, Individualized Instruction, *Prewriting, Program Descriptions, *Revision (Written Composition), *Writing Instruction, *Writing Processes

Identifiers—*Wordsworth II

Wordsworth II, a cooperative venture of English teachers and computer scientists at Michigan Technological University, is designed to be a viable alternative to the computer assisted instruction (CAI) currently on the market for college writing courses. Consisting of eight process-based modules, the program offers a sophisticated and interactive program that addresses all parts of the composing process from the initial planning of a topic through the final

polishing. Each of the modules focuses on one of the writing assignments: description, narration, personal writing, classification, evaluation, persuasion, and creative writing. All the modules follow a similar format and are divided into two programs—planning and polishing. The planning program of each module involves the students in strategies they can employ before beginning to write—brainstorming, focusing, organizing plot lines, and constructing audience profiles. Divided into early, middle, and later draft branches, the polishing program involves students in various strategies of revising, recasting, or proofreading. To be a truly valuable asset, each of the modules further provides individualization, interactive responses, ease of use, and accurate recordkeeping. (HOD)

ED 225 152 CS 207 300
The British Way: A Report of the MSU English Education Programme, Bedford College, University of London, June 27-August 5, 1982.
 Michigan State Univ., East Lansing, Dept. of English.

Pub Date—82
 Note—19p.; Prepared by the participants of the MSU English Education Programme.
 Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Educational Theories, *English Instruction, *English Teacher Education, Foreign Countries, Higher Education, *Instructional Improvement, *International Programs, Student Needs, Student Teacher Relationship, *Teacher Attitudes, Teacher Characteristics, Teacher Effectiveness, *Teacher Improvement
 Identifiers—England (London), *Theory Practice Relationship

The Michigan State University (MSU) English Education in London program gave a group of American teachers direct contact with the developers of British educational theory, provided an opportunity for them to observe practice in actual classroom settings, and helped them reexamine their own attitudes and teaching. The program's consultant sessions encouraged teachers to make their theory and practice coherent, and to recognize the importance of enabling students to understand their own experiences through talking and writing. English teaching theory was examined critically, particularly the opposing poles of the literary critical frame of reference and the language in use frame. Visits to a variety of London schools and community education centers confirmed the need for concern about the gap between theory and practice and between financial needs and resources. The most important conclusion drawn from the experience of the program was the necessity of meshing sound theory with practical classroom application. Theory seems ahead of the practice of most teachers. Teachers must also understand the implications of their theories. Given the current financial and institutional climate, educators themselves must do everything they can to support the development and implementation of educational theory. (A bibliography and the program's syllabus are included.) (JL)

ED 225 153 CS 207 301
Lawlor, Joseph
A Sequence for Sentence-Combining Instruction. National Inst. of Education (ED), Washington, DC. Report No.—SWRL-TN-2-82/25
 Pub Date—1 Jul 82

Note—24p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Higher Education, Linguistics, Secondary Education, *Sentence Combining, *Sequential Approach, *Student Improvement, *Syntax, *Teaching Methods, *Writing Instruction

Although sentence combining practice has been shown to be an effective instructional technique for improving students' writing, scant attention has been paid to the appropriate sequence for such instruction. Studies of the natural development of oral and written language point out two general trends that should be considered in sequencing sentence combining instruction. First, language users develop basic sentences before they learn to elaborate on these sentences. Second, there is a general tendency to elaborate with full clauses first, followed by phrases and words that are derived from full clauses. The various syntactic structures that are normally included in sentence combining instruction can be classified into five categories: coordinates, adverbials,

restrictive noun modifiers, noun substitutes, and free modifiers. Within each category, the structures can be further divided into three levels, which serve as guidelines for referencing structures across categories. Sentence combining practice with this sequencing can help students develop the syntactic skills they need to produce clear, lively prose, but should not be considered the only component of a comprehensive writing program. (Appendixes contain the sequences for each of the five syntactic structure categories.) (HTH)

ED 225 154 CS 207 302
Wall, Susan V.
Internal Revision: Case Studies of First Year College Writers.

Pub Date—Nov 82
 Note—18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).
 Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Case Studies, *College Freshmen, Higher Education, *Models, Prewriting, *Revision (Written Composition), Sequential Approach, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, Teacher Response, Theories, *Writing Instruction, *Writing Research
 Identifiers—*Invention (Rhetorical)

Case studies of six college freshmen enrolled in freshman composition courses that used sequenced assignments addressed to the same topic all term were used to investigate how students define revision, how their teachers define it, and what is important about the differences in these definitions. The students possessed a common theory of revision that was thoughtful, consistent, and systematic. It was derived from imagining their readers' process of interpreting what they had written. Viewing prewriting as the primary source of invention, they tended to see revision "externally," to restrict it according to criteria already present in the first draft. Unlike these students, experienced writers—including the teachers in the study—saw revision in a second, "internal" way, as a part of the process of rhetorical invention. Lacking sufficient flexibility, the students had trouble adapting themselves to the teachers' stress on revision as discovery. They tended to misunderstand directions and comments from their teachers intended to suggest internal revision. These results indicated that what the students already knew was blocking what they needed to learn. Their paradigm prevented their teachers' meaning from reaching them. Teachers must recognize the often unpredictable effects of such conflicts, as must composition researchers. (JL)

ED 225 155 CS 207 303
Farrell, Catharine Horne Nessel, Denise D.
Effects of Storytelling: An Ancient Art for Modern Classrooms.
 San Francisco Education Fund, CA.; Zellerbach Family Fund, San Francisco, Calif.
 Report No.—ISBN-0-936434-04-X
 Pub Date—82

Note—32p.; Publication of the Word Weaving program, a storytelling project.
 Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Experimental Programs, Instructional Improvement, *Instructional Innovation, *Language Skills, *Language Usage, *Oral Language, Primary Education, *Story Telling, Teacher Role, *Teaching Methods
 Identifiers—Folktales, *Word Weaving Program

Storytelling has long been a part of our culture, and teachers should recognize its value as a pedagogical tool. The Word Weaving program, an experimental storytelling program, includes folk tales, literary tales, adaptations, and original and true stories from the teller. In it, all stories are simply told to a class without a book in evidence. Because experience with Word Weaving techniques had suggested that storytelling provides several benefits to students, a study was conducted to investigate and document the effects of a full-year Word Weaving program. Subjects were two groups of 13 primary grade students, one control and one experimental. Teachers of the experimental group were trained in and used Word Weaving techniques. Identical procedures involving students retelling a story and then creating a new story based on it were used first

in October then again in May. Four measures of language usage were obtained: fluency, vocabulary, descriptive language, and recall. Results indicated that although the two groups were equally fluent at first, by the end of the year, the experimental group told longer stories than they did earlier and also significantly outperformed the control group. Although the retelling data showed no significant differences between the experimental and control groups on any of the dependent variables, the experimental group did show greater gains on all the measures. Teachers also unanimously attested to storytelling's benefits. (Tables of results and suggestions for future research are included.) (JL)

ED 225 156 CS 207 304
Hiet, Sharon Lee
Young Adult Fiction: A Moral Development Perspective.

Pub Date—Oct 82
 Note—15p.; Paper presented at the Annual Meeting of the Florida Council of Teachers of English (Daytona Beach, FL, October 14-16, 1983).
 Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Adolescent Literature, *English Instruction, Informal Assessment, Literary Criticism, Literature Appreciation, *Moral Development, Secondary Education, *Student Attitudes, Theories, Values Education
 Identifiers—*Kohlberg (Lawrence), Piaget (Jean), *Theory Practice Relationship

Developmental theories, especially the moral development theory of Lawrence Kohlberg, can enhance the teaching of adolescent literature. Expanding on J. Piaget's model of moral development, Kohlberg's model consists of three levels—preconventional, conventional, and postconventional—subdivided into six stages: (1) punishment and obedience, (2) instrumental exchange, (3) interpersonal conformity, (4) social system and conscience maintenance, (5) prior rights and social contract, and (6) universal ethical principles. To use Kohlberg's theory in literature classes, teachers should match literature assignments to student levels of moral development. They should also consider the moral aspects of the literature to be used in the classroom, ideally following a developmental sequence of moral complexity. Within a larger context, English teachers can relate moral issues in fiction and nonfiction to actual moral dilemmas faced by students and to world events. Combating censorship attempts is also a moral imperative for the teacher that goes beyond the classroom and perhaps even beyond the school. (JL)

ED 225 157 CS 207 305
Fagan, Edward R.
Reading in the Writing Classroom.

Pub Date—Nov 82
 Note—15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).
 Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Higher Education, *Integrated Activities, Perception, Reading Achievement, Reading Comprehension, *Reading Instruction, Reading Processes, Reading Skills, Rhetoric, Secondary Education, Student Attitudes, Teacher Attitudes, *Teaching Methods, *Writing Instruction, Writing Processes, Writing Skills

Identifiers—*Reading Writing Relationship, *Theory Practice Relationship

Reading in the writing classroom can be defined as a cluster of arbitrary categories, each with its own effect on the reading/writing process. Given this definition, it can be said that (1) perceptions significantly affect both reading and writing, (2) attitudes are factors in reading and writing, (3) rhetorical triangles are useful in teaching reading/writing paradigms, (4) literature and writing need a common basis for study, (5) standardized tests do not reflect reading competency, (6) recall does not equal comprehension, and (7) writing is a skill that all students can learn. Teaching activities developed for each category may overlap, but when applied, these activities might heighten students' awareness of bonds between reading and writing and perhaps increase their skills in both areas. For example, activities to enhance perceptual skills may involve sequencing, outlining, and the use of allusions or emotional words. Those for attitude may involve attention to details and dialect. Rhetorical activities may give

focus to the development of a main idea, facts to substantiate ideas, and sentence structure, while activities for literature may delve into emotions in a character and figures of speech. Test activities may focus on general vocabulary and circuitous language, while recall activities deal with inference and relationships. Finally, possible activities for writing deal with reading for writing using contrast, question and answer, repetition, conclusions and proof, and problem solution. (HOD)

ED 225 158 CS 207 306

Orchard, Diane T.
Classroom Newspaper Handbook.

Pub Date—82

Note—38p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Class Activities, Elementary School Students, Intermediate Grades, *Journalism Education, Language Arts, *News Writing, *School Newspapers, Student Participation, *Student Publications, Teaching Guides, Vocabulary Development, Writing Skills

Using one newspaper produced by an upper elementary school class as an example, this booklet describes how to put together such a newspaper in ways that will develop students' language skills. Chapters provide (1) a rationale for classroom newspapers, (2) organizational schemes for the newspaper, (3) possible job assignments, (4) some workable time lines, and (5) related newspaper activities for large groups, small groups, and individuals. Appendixes provide tips for extending vocabulary, offer substitute words to replace "said," suggest helpful audiovisual materials, list some tips for good "news" writing, suggest questions for guest speakers, provide reporter guidelines, offer a readability check, and provide sample letters to staff, as well as sample newspapers. (HOD)

ED 225 159 CS 207 307

Moffett, James
Active Voice: A Writing Program across the Curriculum.

Report No.—ISBN-0-86709-001-4

Pub Date—81

Note—148p.

Available from—Boynton/Cook Publishers, Inc., 206 Claremont Ave., Montclair, NJ 07042 (\$7.75 paper).

Pub Type—Guides - Non-Classroom (055) — Books (010)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Curriculum Guides, Elementary Secondary Education, *Integrated Activities, *Interdisciplinary Approach, Program Descriptions, *Writing (Composition), *Writing Instruction, *Writing Skills

Identifiers—*Writing across the Curriculum

Intended for content area teachers and faculty, this booklet provides a coherent program for building a school-wide composition curriculum. The first section contains an explanation of the program and its background, including sequence and classroom processes. The major portion of the booklet is divided into three groups of assignments. Group one contains exercises for revising inner speech, such as stream of consciousness, spontaneous memory monologue, and composed reflection. The exercises in group two, dialogs and monologs, include interior and exterior monologs, one act plays, and dialogs converted to essay. The third group deals with converting narrative into essay through exercises such as correspondence, diary, eyewitness memoir, directions, research, and theory. The book concludes with a list of collateral readings and a discussion of point of view in writing. (HTH)

ED 225 160 CS 207 308

Bracken, Jeanne And Others

Books for Today's Young Readers: An Annotated Bibliography of Recommended Fiction for Ages 10-14.

Report No.—ISBN-0-935-312-03-X

Pub Date—81

Note—52p.

Available from—The Feminist Press, Box 334, Old Westbury, New York, NY 11568 (\$4.95 paper).

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Annotated Bibliographies, Bibliotherapy, Elementary Secondary Education, *Fiction, *Reading Materials, Reading Material Selection, *Stereotypes, Student Attitudes

The result of a review of fiction for young people ages 9 through 14, this bibliography contains titles of works of fiction that achieve the goal of combining a good readable story with sensitivity to a wide range of negative stereotyping. The bibliography begins with an introduction that discusses in detail the reviewing process that culminated in the recommended titles. Each of the subsequent sections contains an explanation of the theme for which the books were chosen, followed by the annotated titles. The sections cover: (1) gender and self-awareness; (2) peer friendships; (3) ethnicity, acculturation, and racism; (4) children with special needs; (5) families in transition; (6) foster care and adoption; and (7) intergenerational relationships. Title, subject, and author indexes conclude the bibliography, along with a list of the reviewers' favorite titles. (HTH)

ED 225 161 CS 207 309

Horne, Catharine

Word Weaving: A Storytelling Workbook. Workshop Edition.

San Francisco Education Fund, CA.; Zellerbach Family Fund, San Francisco, Calif.

Pub Date—80

Note—137p.; Publication of the Word Weaving program, a storytelling project.

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Childrens Literature, *Creative Dramatics, Elementary Education, *Fiction, Folk Culture, *Narration, Readers Theater, *Story Telling, Teaching Guides, Teaching Methods

Identifiers—Folktales

Intended to provide a full range of storytelling techniques, this workbook includes 54 stories and their activities. Some stories are introduced with a fanfare and warmup section based on theatre games; some stories are preceded by commentary and source notes; and some folktales are retold with no preliminaries at all. About half of the stories suggested for telling are printed in the workbook; the other half are to be found in books generally available in the folklore section of a children's library. Creative drama is suggested as a follow-up activity for about half of the stories; the balance stand on their own simply as stories for telling. Stories are categorized in four lists according to themes: nonsense and repetition, new dimensions, adventure and trickster tales, and questing and the use of magic. Separate chapters provide techniques for storytelling and story theatre. (HOD)

ED 225 162 CS 207 310

Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—8p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Career Choice, Communication Apprehension, *Doctoral Dissertations, Feminism, Foreign Countries, Freedom of Speech, Higher Education, High Schools, *Journalism, *Journalism Education, Mass Media, *Media Research, *News Media, Newspapers, News Reporting, *Press Opinion, Reading Habits, Television, *Theories

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The nine titles deal with the following topics: (1) nonobtrusive issues in the agenda-setting role of the press; (2) perceptions and usage of the Caribbean News Agency (CANA) in the third world; (3) the relationship between the structure of the Community News Service (CNS) and the medium's function as a journalism training program; (4) newspaper reading habits of selected southern Illinois high school students; (5) coverage of the women's movement from 1968 through 1977 in six journals of opinion; (6) some components of television station image projected and perceived through local news programs; (7) the extent to which right to privacy in constitutional and tort law is properly conceived as a first amendment, freedom of speech issue; (8) the use of communication apprehension and other sociological variables as a method for journalism career prediction and for development of curriculum and instruction; and (9) the editor as a people manager. (JL)

ED 225 163 CS 207 311

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—9p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, Annotated Bibliographies, *Bilingual Education, Bilingual Students, Blacks, Communication Skills, *Doctoral Dissertations, Elementary Secondary Education, Higher Education, Hispanic Americans, *Intercultural Communication, *Language Research, Literacy, *Reading Comprehension, *Reading Research, Reading Skills, Speech Skills, Standard Spoken Usage, Urban Education, Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with a variety of topics, including the following: (1) the influence of black nonstandard English on how a person is perceived; (2) Navajo language maintenance and shift; (3) the relationship of the syntactical features of ethnics and the reading comprehension achievement of middle class black children; (4) the communication patterns of aged Jews in a modern urban setting; (5) techniques for aiding black basic writers; (6) the relationship between understanding grammatical conjunction and reading comprehension in Native American children; (7) idiomatic communication behaviors as indicators of acculturation; (8) the determination of the scoring criteria for a Spanish informal reading inventory for bilingual students; (9) inner-urban schools and reading achievement; (10) the effects of an intercultural communication workshop on American participants' intercultural communication competence; and (11) the use of linguistic structures in folklore for teaching Spanish reading comprehension skills to fourth grade Puerto Rican children. (FL)

ED 225 164 CS 207 312

Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—14p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Child Language, *Doctoral Dissertations, Early Childhood Education, Elementary Secondary Education, Humor, *Language Acquisition, Language Patterns, Language Processing, *Language Research, *Language Skills, *Language Usage, Linguistics, *Oral Language, Reading Skills, Semantics, Sociolinguistics, Verbs, Word Recognition

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) the vocalization of /L/ in Philadelphia; (2) a second grade program to isolate and apply knowledge of vowel sounds in word identification; (3) phoneme and temporal effects on covert linguistic motor activity during silent reading; (4) the sociolinguistics of Kenneth Burke; (5) discourse functions of the active-passive dichotomy in English; (6) similarities and differences in the ability to interpret metaphorical language between nondisadvantaged and disadvantaged sixth grade students; (7) space and the prepositions in English; (8) young children's use of cognitive and linguistic resources in a story situation; (9) the development of elaboration and coherence skills in kindergarten children; (10) the role of language in academic and behavioral difficulties; (11) humorous instruction about the dangling introductory modifier in active, passive, and possessive sentences; (12) mother-infant routines in relationship to language acquisition; (13) the acquisition of conditionals in English; (14) the effects of semantic cues on the word identification speed of learning disabled children and two groups of normal readers; and (15) the syntax and metalinguistic skills of children who read early.

(HTH)

ED 225 165 CS 207 313

Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—13p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Annotated Bibliographies, *Children's Literature, *Doctoral Dissertations, Educational Research, Elementary Secondary Education, English Instruction, Feminism, Fiction, Higher Education, Humor, Literary Criticism, *Literature, Stereotypes, Student Attitudes

Identifiers—*Reader Response

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: (1) humorous children's literature and divergent thinking; (2) the development of children's ability to apprehend and distribute attention to important elements in prose; (3) death in selected Puritan works of children's literature; (4) humor in the science fiction short story from 1940 to 1960; (5) the credibility of foster home situations portrayed in contemporary realistic fiction for purposes of reading guidance; (6) differences in the literary response of fourth grade students to a fairy tale and to an instructional story; (7) the effects of reading literature and teaching concept development on ninth grade students' attitudes toward the mentally handicapped; (8) a curriculum plan for problem solving using children's literature; (9) male and female sex roles in literature for adolescents; (10) the theory, style, and politics of feminist literary criticism; (11) changes in adolescent literature with homosexual motifs, themes, and characters; (12) goals for teaching literature to college bound students as perceived by high school teachers, college professors, and college students; and (13) the portrayal of Blacks, Mexican Americans, and American Indians in selected secondary school American literature textbooks adopted in Texas. (HTH)

ED 225 166 CS 207 314

Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—8p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alumni, Annotated Bibliographies, *Communication (Thought Transfer), *Communication Research, *Discourse Analysis, Doctoral Dissertations, Football, Interpersonal Communication, *Persuasive Discourse, Political Socialization, Revolution, *Rhetoric, *Rhetorical Criticism, Television, Television Commercials, Theories, Values, Values Clarification

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The nine titles deal with the following topics: (1) the role and relationship of discourse and context; (2) political autonomy and accommodation to political alternatives as two major dimensions of political socialization; (3) rhetorical criticism of television commercials as a prologue to a rhetoric of television; (4) a rhetorical view of televised professional football; (5) a formulation and partial test of a rules-based theory of interpersonal persuasion; (6) a subjective message construct theory of persuasion; (7) the utility of an interpersonal rhetoric in the understanding of contemporary value choice; (8) message preference, world view orientations, and college alumni interests; and (9) rhetorical discourse in revolutionary guerrilla warfare. (JL)

ED 225 167

Shannon, George W. B., Comp.

Folk Literature and Children: An Annotated Bibliography of Secondary Materials.

Report No.—ISBN-0-313-22808-6

Pub Date—81

Note—124p.

Available from—Greenwood Press, 88 Post Rd.

West, Westport, CT 06881 (\$22.50 cloth).

Pub Type—Reference Materials - Bibliographies (131) — Books (010)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Children, *Folk Culture, *Literature, *Reading Materials, Reading Material Selection, *Story Telling

Intended for educators, librarians, and storytellers, this bibliography provides access to myriad materials on the relationship between folk literature and children. Extending from 1693 through 1979, the bibliography is confined to materials dealing with children and folk literature; materials on storytelling techniques or the nonliterary elements of folklore are not included. Following a preface and introduction, the annotated materials are divided into three categories according to their primary topic: literature, education, and psychology. Author, title, and subject indexes conclude the bibliography. (HTH)

ED 225 168

Farrell, Edmund J.

The Cycle of Renewal.

Pub Date—Feb 83

Note—12p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (25th, Los Angeles, CA, February 18-20, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Elementary Secondary Education, *English Instruction, Motivation Techniques, *Self Concept, Teacher Behavior, *Teacher Burnout, *Teacher Morale, *Teacher Motivation

To avoid "burn out" from the general tensions of the times and from the severe demands of the teaching profession, English teachers need to exploit the means of renewal. Having literature at their command, English teachers can reconstruct themselves again and again through the dynamic interplay of human imagination and language artistically wrought. In addition to literature, teachers are blessed in having composition as a major component of the curriculum. Clearly the writing process is a ritual of renewal, of transmitting inchoate and often chaotic thoughts and feelings into an external order that simultaneously reorganizes the inner self. Too, the profession of teaching has built into it cycles of renewal, from planning periods to summer vacations. Beyond finding renewal within the school calendar, teachers can find renewal in the young people who enter the classroom, being renewed by their vitality and often by their idealism and innocence. Another means of renewal, one outside the classroom, is that furnished by colleagues at conferences. At conferences teachers can learn from and be reassured by others. Outside the pale of the profession, teachers must find their own idiosyncratic means of renewal—whether it be through jogging, buying a new outfit, or collecting antiques. By consciously seeking renewal, teachers can find some joy in the world, some hope for the future, and some reason for persevering. (HOD)

ED 225 169

Moss, R. Kay

The Writing Processes of Young Children: A Review of Related Research.

Pub Date—Dec 82

Note—37p.; Paper presented at the Annual Meeting of the National Reading Conference (32nd, Clearwater, FL, December 4-6, 1982).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developmental Stages, Elementary Education, Learning Theories, Literature Reviews, Prewriting, *Research Design, *Research Methodology, *Research Needs, Revision (Written Composition), Writing Instruction, *Writing Processes, *Writing Research

The designs, procedures, and findings of a number of studies related to the writing processes of elementary school children are reviewed in this paper. The first section of the paper discusses the rationale of

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the literature review and the search procedures employed, while the second section summarizes the characteristics of the studies examined under the following headings: (1) writing processes in the pre-writing, composing, and postwriting phases; (2) developmental stages in the writing process; (3) environmental variables; and (4) internal variables. The final section of the paper discusses implications of the research reviewed for classroom practices; for future research, including a list of questions researchers need to investigate; and for future reviews of writing process research. (FL)

ED 225 170

Gentry, Larry, Ed.

Research and Instruction in Practical Writing.

Proceedings of a Research/Practice Conference

(Los Alamitos, California, October 15, 1982).

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Note—92p.

Available from—Accounting Department, SWRL Educational Research and Development, 4665 Lampson Ave., Los Alamitos, CA 90720 (\$5.00, plus sales tax for California residents).

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Education Work Relationship, Higher Education, *Job Skills, Learning Theories, Secondary Education, *Technical Writing, Writing (Composition), *Writing Instruction, *Writing Research, *Writing Skills

Stressing the importance of teaching the writing skills students will need in the adult workplace, the conference papers in this booklet present some of the significant research in practical writing and show how this research applies to classroom instruction. Following the introduction, the five essays discuss the following topics: (1) youth, jobs, and literacy; (2) a negative entropy theory of practical writing; (3) research on practical writing in business and industry; (4) functional writing in the workplace; and (5) a curriculum model for written language as an essential communication skill for the competent adult. The booklet concludes with biographical notes on the conference speakers. (HTH)

ED 225 171

CS 207 323

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—17p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Doctoral Dissertations, *Educational Theories, Elementary Secondary Education, Higher Education, Revision (Written Composition), Sentence Combining, Technical Writing, Writing (Composition), Writing Apprehension, *Writing Evaluation, Writing Exercises, *Writing Instruction, *Writing Processes, Writing Research, *Writing Skills, Written Language

Identifiers—*Freshman Composition

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 37 titles deal with a variety of topics, including the following: (1) composing strategies used by college freshmen; (2) three methods of assessment of writing ability; (3) one child's growth in writing; (4) the relationship between the oral and written narrative and expository compositions of ninth grade students; (5) notetaking in a college lecture classroom; (6) the effects of sentence combining exercises on syntactic fluency, quality of writing, and standard usage in the writing of community college freshmen; (7) the structure of ideas in freshman composition; (8) the role of expressive writing in the writing process; (9) frames, content organization, and themes in student expository essays; (10) the occurrence of passives in written English; (11) business writing; (12) revision strategies of basic and competent writers as they write for different audiences; (13) the effectiveness of three language arts curriculum models in describing written composition curricula; (14) voice and voicelessness in freshman writing; and (15) the effects of parent

modeling on student writing competencies. (JL)

ED 225 172 CS 207 324

Hartzog, Carol And Others

A Report on the Freshman Writing Program.

California Univ., Los Angeles. Dept. of English.

Pub Date—Oct 82

Note—50p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Students, *College English, College Freshmen, Course Descriptions, *Course Evaluation, Curriculum Development, *English Curriculum, English Departments, Higher Education, *Program Evaluation, Remedial Instruction, *Writing Instruction

Identifiers—Freshman Composition, *University of California Los Angeles, *Writing Programs

This review of the University of California at Los Angeles (UCLA) Writing Programs was undertaken for several reasons, among them the rapid increase of research in writing, the inconsistency among courses, and the need to reshape and expand the programs. The report begins with a summary of earlier reviews of UCLA's composition program. Following a brief discussion of the nature of the review committees, the report describes administrative changes and proposes a freshman writing program, listing its general principles, curriculum, goals, course descriptions, textbooks, and testing. Recommendations are offered for courses and their requirements and for changes in teaching assignments, orientation, training, committees, courses, and reviews. The report concludes with projections for bilingual and second language students, freshman preparatory programs, and remediation. Appendixes include a history of the review, a list of subcommittee members and their charges, subcommittee reports, an instructor's guide, and a sourcebook for the new writing teacher. (HOD)

ED 225 173 CS 207 325

Hudson, Kathleen

Writers' Comments on Writing: Implications for a Composition Class.

Pub Date—Nov 82

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authors, Creative Teaching, Higher Education, Reading Materials, Revision (Written Composition), *Teaching Methods, Writing Exercises, *Writing Instruction, *Writing Processes

Writers' comments on writing can help teachers incorporate within their classrooms the idea that writing is a process of discovery. They can remind students and teachers how important enthusiasm, motivation, and reinforcement are. Even though such comments are not saying anything new, saying the same thing in new terminology can lead to new insights. Many writers stress the importance of discipline in the writing process and the need to store up information. These ideas apply directly to the procedures in a writing class, such as keeping a journal and recording observed information on note cards. An entire writing workshop was taught on the basis of what writers had to say about writing. Writing was approached from a different point of view each class period, as the teacher provided the structure and the students supplied the language. Students also read interviews with writers in "Writers at Work" and discussed what applied to their individual writing in class. Writers also taught about the need for time and the importance of revision. (JL)

ED 225 174 CS 207 326

Hays, Janice N.

The Development of Discursive Maturity in College Writers.

Pub Date—Oct 80

Note—28p.; Paper presented at the Meeting of the Conference on "The Writer's Mind" (Saratoga Springs, NY, October 1980).

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Developmental Stages, Higher Education, Instructional Improvement, *Intellectual Development, Persuasive Discourse, *Student Development, Writing Instruction, *Writing Research, *Writing Skills

Identifiers—*Perry (William G Jr)

William G. Perry, Jr.'s ideas on the development of student writers were used as a frame of reference for a study of the discursive development of students enrolled in writing seminars at Skidmore College (New York). Perry posits that students execute a series of maneuvers in which they first try to assimilate new perspectives they are confronting to the dualistic framework that they bring with them to college. This process occupies the first three positions in his six-position scheme. In positions four, five, and six, students come to realize fully the multiplicity of experience, with position five being the turning point where students must completely modify their perceptions of reality. All papers were written upon one of two topics involving identical rhetorical situations. The 12 papers selected for analysis displayed these stages. In comparison to papers at the lower stages, the complexity of the papers at the higher stages increased geometrically in T-unit length, discourse structure, elaboration of argument, and sophistication of diction. The transition from stage four to stage five, from multiplicity to relativism, was most difficult for these writers. These results imply that (1) liberal arts education promotes development, (2) students must write in all classes, and (3) heuristic procedures that force students to new viewpoints are extremely valuable. (JL)

ED 225 175 CS 207 327

English Language Arts Skills and Instruction:

Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—10p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Computer Assisted Instruction, *Doctoral Dissertations, *Educational Research, Elementary Secondary Education, *English Curriculum, *English Instruction, Film Production, Higher Education, *Language Arts, *Listening Skills, Reading Instruction, Spelling, Television Viewing, Vocabulary

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with the following topics: (1) a model for the development of critical television viewing and listening skills in the public school setting; (2) English as a subject in the College of William and Mary; (3) filmmaking in the secondary English curriculum; (4) developing a secondary school English curriculum; (5) implementation of an innovative reading/language arts program in an urban elementary school; (6) the effect on recall of two mnemonic systems; (7) an individualized teacher-directed spelling program compared with a computer-based spelling program; (8) the effects of energizing and calming movement warm-ups on third grade children's original verbal images; (9) the effects of vocabulary development on reading achievement; (10) the effect of literature-based vocabulary lessons on 10th grade students; (11) nonprint media production in secondary schools; (12) listening comprehension for accelerated learning; (13) the effectiveness of patterned word attack instruction with elementary school students; (14) the integration of selected parts in the Pennsylvania Comprehensive Reading/Communication Arts Plan with basic reading instruction; (15) the effects of a listening program upon the listening and reading abilities of first grade students; (16) speech rate, passage difficulty, and listening comprehension; and (17) the effects of compressed speech on the listening comprehension of community college students. (HTH)

ED 225 176 CS 207 328

Reynolds, Mark

Expanding the Freewriting Heuristic.

Pub Date—Nov 82

Note—12p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, GA, November 11-13, 1982).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Instructional Improvement, *Instructional Innovation, *Prewriting, *Sequential Approach, Teaching Methods, Two Year Colleges, *Writing Exercises, *Writing Instruction

Identifiers—*Freewriting, Heuristics

Freewriting can be more than merely a prewriting heuristic that provides preparation for more advanced kinds of writing. A class at Jefferson Davis State Junior College (Alabama) attempts to promote the lack of pressure as well as the freedom and spontaneity that freewriting allows to a traditional composition course. In this class, freewritings are the major source for instruction in all areas of composition. Focused freewriting topics are presented daily in a deliberate sequence designed to move students from the personal to the outside world. This sequential approach balances the freedom of freewriting with the discipline of traditional methodology. Several guidelines—counting ideas, jotting down supporting details, examining word choice and verb tense, summarizing the thesis in a sentence, and using the journalistic heuristic—help move the students from freewriting to first draft. With the course structured according to the traditional elements of composing, the students' freewriting serves as the source of examples at every stage, from word choice to the entire composition, without any stigma of "right" or "wrong." (JL)

ED 225 177 CS 207 329

Sanacore, Joseph

Creative Writing and Storytelling: A Bridge from High School to Preschool.

Pub Date—[81]

Note—9p.

Available from—Phi Delta Kappa, 8th and Union, Bloomington, IN 47402 (\$2.50).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Children's Literature, Course Descriptions, *Creative Writing, *Cross Age Teaching, High Schools, *High School Seniors, Preschool Children, *Story Telling, Teaching Methods, *Writing Instruction

In addition to writing short stories, poems, and plays, seniors enrolled in a creative writing course in a New York high school compose and illustrate children's stories. They first become familiar with published works of children's literature so that they can learn to identify and appreciate story devices used by professional writers. As the students begin writing and illustrating their stories, improving the process rather than correcting the product is emphasized. When the stories are completed, volunteers learn storytelling techniques with which to tell their stories: they may divide their plots into separate units of action and practice them in sequence; they may identify sections of their stories that should be memorized; they may practice up to twice a day for at least a week; and they may monitor their storytelling progress with tape recordings, with modification of their presentation based on thoughtful analysis. They then present their stories to preschool children participating in the school district's Child and Family Program. The benefits of meshing the creative writing unit with storytelling activities include the enjoyment of writing and "telling" stories, the positive reading experiences for children, and the development of a warm and loving relationship between the seniors and the children. Future plans for this program include extending the storytelling to the elementary school and to pediatric sections of local hospitals. (HTH)

ED 225 178 CS 207 330

Donlan, Dan

The Reliability of the Methodology Inventory.

Pub Date—[81]

Note—25p.

Pub Type—Tests/Questionnaires (160) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, Elementary Secondary Education, Evaluation Criteria, Faculty Development, *Teacher Attitudes, *Teacher Behavior, Teachers, *Test Reliability, Test Validity, *Writing Instruction, *Writing Research

Identifiers—*Methodology Inventory

The Methodology Inventory is a 76-item 4-point measure divided into eight scales designed to determine what behaviors a teacher engages in while teaching. The eight scales are stimuli for writing, prewriting, writing, revising/editing, evaluation, language development, varieties of discourse, and

publication of written work. The instrument was administered over a 3-year period to 104 English language arts teachers who were participants in various writing project summer workshops. An item analysis of the results was performed to determine (1) the reliability of the total instrument, (2) the reliability of items within each scale, and (3) the intercorrelation among scores on the scales. Results showed that the instrument as a whole had a high reliability coefficient and that each of its eight scales was internally consistent. Low to moderate intercorrelations among the scales suggested that there was a commonality that cut across the scales; yet the commonality was not so large as to suggest that the scales were not somewhat independent of each other. (Extensive tables of data and a copy of the instrument are appended.) (FL)

ED 225 179 CS 203 331

Byers, Prudence P.

Manipulating Language: A Strategy for Teaching Literature.

Pub Date—Nov 82

Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *English Instruction, Higher Education, Language Patterns, *Language Skills, *Language Usage, *Literature Appreciation, *Poetry, Semantics, Syntax, *Teaching Methods

Identifiers—Dickinson (Emily)

Literary artists manipulate language. If educators could develop in their students the same sense that language is manipulable, they could help them to better appreciate literature. Emily Dickinson's poem "I Like to See It Lap the Miles" could be approached by changing it on several levels—graphics, phonics, syntax, and semantics—and seeing how each of these manipulations affects the meaning of the poem. Although this technique does not produce any sort of scientific proof, it does impress upon students the fact that language can be manipulated, and that successful manipulation is not so easy. (Three versions of the poem are included.) (JL)

ED 225 180 CS 203 333

Holdzkorn, David. And Others

Research Within Reach: Oral and Written Communication. A Research-Guided Response to the Concerns of Educators.

CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Contract—400-76-0140

Note—176p.

Pub Type—Books (010) — Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Communication Research, *Communication Skills, Educational Research, Elementary Secondary Education, English Instruction, Teachers, *Verbal Communication, Writing (Composition), *Writing Instruction, *Writing Research

Identifiers—*Theory Practice Relationship

Recognizing the discrepancies between educational researchers and practitioners, this book provides research-supported responses to specific questions generated by kindergarten through grade 12 teachers. The eight sections cover the following topics: (1) why communication skills are taught, (2) how communication skills are developed, (3) classroom concerns and considerations, (4) classroom activities in communication, (5) communication across the curriculum, (6) language diversity, (7) evaluating communication instruction and learning, and (8) the teacher and communication. Specific topics within each section are presented in a format consisting of a question posed by a practitioner, followed by relevant research, and references. The book concludes with an extensive list of references. (HTH)

ED 225 181

CS 203 334

Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—14p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Doctoral Dissertations, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Journalism, Learning Processes, Personal Narratives, Revision (Written Composition), Sentence Combining, Student Teacher Relationship, Teacher Education, Technical Writing, *Writing Instruction, *Writing Processes, *Writing Research

Identifiers—*Freshman Composition, Writing across the Curriculum

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: (1) basic writers in the community college; (2) the power inclusion model and the politics of voice in the teaching of composition; (3) lay and professional pressures on teachers of composition in American high schools from 1958 to 1978; (4) using sentence combining to improve the composition of mentally retarded students without formal grammar study; (5) the degree of student involvement in the writing process; (6) the teaching of writing in journalism; (7) design, discovery, and development in a freshman writing course; (8) interdisciplinary writing in university classes; (9) teacher training in the writing process and its effect on student writing performance; (10) audience-centered rhetoric; (11) the relationship between instruction in expressive writing and sixth grade students' achievement in language arts; and (12) current trends in teaching composition in selected Florida high schools. (FL)

ED 225 182

CS 203 335

Reynolds, Jerry D.

A Report on the Attitudes of High School Graduates toward the English Language Arts Program.

Rochester Public Schools, Minn.

Pub Date—80

Note—96p.; Tables within a number of pages may be marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Curriculum Evaluation, Curriculum Research, Educational Research, English Curriculum, *English Instruction, Grammar, *High School Graduates, Language Arts, *Program Effectiveness, Secondary Education, *Student Attitudes, Student Needs

The attitudes of high school graduates toward their high school English language arts program were surveyed in a study designed to evaluate and to help improve the senior high programs of a public school district. The 480 respondents, 80 graduates of two high schools randomly selected from each of six graduating classes (1973 through 1979), completed a questionnaire that elicited information on choice of classes, and satisfaction with preparation in the different areas of English instruction. They were also asked to indicate what they thought could be done to improve the language arts program. While no definitive conclusions were drawn from the data, the responses were made available to the faculty for their evaluation. Interest, level of difficulty, and academic need were the most significant criteria in student choice of English classes. Graduates consistently rated their preparation in reading and in writing above average. The respondents also gave a general vote of confidence to the effectiveness of the total English language arts program, praising teachers for their dedication. However, a high percentage felt that writing/grammar instruction should receive more emphasis than it had received while the respondents were in school. (Appendices include the questionnaire materials.) (HTH)

ED 225 183

CS 203 336

Shannon, Paul

The Department of Education: A Reporter's Guide. Freedom of Information Center, Columbia, Mo. Report No.—FOI-467

Pub Date—Dec 82

Note—8p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disclosure, Educational Resources, *Federal Government, *Government Role, Information Needs, *Information Sources, Information Utilization, Media Research, *News Reporting, Press Opinion

Identifiers—*Department of Education, *Media Role

Noting that covering the United States Department of Education can pose special problems for journalists, this report provides information about the operations of the department and notes the strengths and weaknesses of information produced by and about it. The first three sections of the report discuss the current political atmosphere at the department, the history of Federal involvement in education, and the structure of the department. The remaining six sections discuss specific publications key to monitoring the department's activities, education lobbyists, public documents useful in covering the department, the availability and reliability of department sources of information, nondepartmental sources of information and watchdog agencies, and education political action groups. (FL)

ED 225 184

CS 203 337

Project Basic: Instructional Resources for Writing. Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date—82

Note—73p.; Developed in cooperation with the Project Basic Office.

Pub Type—Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, *Audiovisual Aids, Educational Games, *Educational Objectives, Elementary Secondary Education, *Instructional Materials, Reading Materials, Reference Materials, Resource Materials, *Writing Instruction

Identifiers—*Project Basic

Intended to provide Maryland school districts with a bibliography of materials to support the Project Basic Instructional Guides, this paper lists elementary and secondary school materials according to the writing educational objectives determined by Project Basic educators. Listed under more than 40 objectives, the entries include books, films, filmstrips, kits, records, games, audiotapes, videotapes, transparencies, periodicals, and pamphlets. Subjects covered in the materials include capitalization, skimming and scanning, research papers, notetaking, reports and letters, competency skills in writing, expressive writing, punctuation, sentence structure, journal writing, grammar, and paragraph construction. (FL)

ED 225 185

CS 203 338

Cole, John Y., Ed. Sticht, Thomas G., Ed.

The Textbook in American Society.

Library of Congress, Washington, D.C.

Report No.—ISBN-0-8444-0355-5

Pub Date—81

Note—65p.; Based on a Conference "The Textbook in American Education" (Washington, DC, May 2-3, 1979).

Available from—Information Office, Library of Congress, Washington, DC 20540 (\$5.95).

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basal Reading, Controversial Issues (Course Content), Educational History, Elementary Secondary Education, Higher Education, Mathematics Instruction, Military Personnel, *Publishing Industry, Reading Materials, *Social Influences, Social Studies, *Textbook Content, *Textbook Preparation, Textbook Research, *Textbooks, *Textbook Standards

Focusing on current knowledge of the textbook in American education and society, the 18 papers in this collection represent the views of educators, publishers, state and federal education officers, librarians, authors, and industry critics. Papers in the first section, "Textbooks and Literacy," deal with

the role of the textbook in the curriculum; social environments for textbook learning; cultures and textbooks; and publishers, teachers, and reading achievement. Papers in the second section, "The Textbook in the Elementary Curriculum," discuss basal readers and elementary mathematics textbooks, while those in the third section, "The Textbook in the Middle, Secondary, and Post-Secondary Curriculum," deal with a variety of topics including social pressures and textbooks, the learning process and the text in use, and cognition and the design of textbooks. The final section, "Current Issues in Textbook Publishing," contains papers on textbooks and the military; facts and myths concerning textbook publishing; diversity, pluralism, and textbooks; adopting textbooks; the history of textbook publishing in America; and the textbooks and the publishers. (FL)

ED 225 186 CS 207 339

Parker, Daniel E.
Poetry or Propaganda? Relating Reason to Emotion in the Classroom.

Pub Date—Oct 82

Note—11p; Paper presented at the Meeting of the North Idaho Council of English (Coeur d'Alene, ID, October 15-16, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Emotional Response, English Instruction, *Expressive Language, Language Usage, *Persuasive Discourse, *Poetry, *Propaganda, Rhetoric

In the name of responsible argument, persuasive rhetoric need not eschew all the devices used by propaganda. Emotion is not only inevitable in discourse, it is the necessary base for action. Educators should not consider propaganda evil for the very reason they consider poetry good: its emotional power. This kind of thinking creates a specious distinction between literature and life. Poetry and propaganda differ more in the ends they seek than the means they use. Emotion is part of life and part of language. The attempt to remove it is as absurd as it is futile. (JL)

ED 225 187 CS 207 340

Messeleir, Dirk
Writing Needs Assessment Survey: Rationale, Logistics and Sample Results.

Pub Date—Oct 82

Note—18p; Paper presented at the Annual Meeting of the New England Association of Teachers of English (Bedford, NH, October 8-10, 1982).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Skills, *Curriculum Development, English Curriculum, Higher Education, Job Skills, *Needs Assessment, *School Business Relationship, Student Needs, Surveys, *Technical Writing, *Writing Instruction

The University of Lowell (Massachusetts) conducted a writing needs assessment in order to help its English department and department of continuing education systematically formulate a professional writing curriculum responsive to documented needs. Questionnaires were mailed to representatives of industries and businesses in Massachusetts and New Hampshire and to alumni in engineering, management science, and computer science. Questionnaires were also given to students and faculty members in these three fields. Sample results taken from the business and industry respondents indicated that they perceived writing skills as "important" or "critically important" in their work performance, and important in influencing advancement in their fields. In addition, they valued organization, clarity, and a clear statement of purpose in writing, and most frequently wrote memoranda, letters, short reports, and instructions. The entire results of the needs assessment will be used to help revise present professional writing courses and formulate objectives for more specialized ones. In addition to spurring curriculum revision, the assessment yielded significant increases in alumni interaction, business and industry participation, faculty development, and university involvement with the community. (A copy of the business and industry survey instrument is appended.) (FL)

ED 225 188 CS 207 341

Breland, Hunter M. Jones, Robert J.
Perceptions of Writing Skill. College Board Report No. 82-4.

College Entrance Examination Board, New York, N.Y.

Report No.—ETS-RR-82-47

Pub Date—82

Note—78p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$4.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Assessment, *Essay Tests, *Evaluation Criteria, Holistic Evaluation, National Surveys, Secondary Education, *Writing Evaluation, Writing Exercises, *Writing Research, *Writing Skills

Identifiers—College Board Achievement Tests

Research was conducted into the specific characteristics of brief, impromptu essay writing. A random sample of 806 essays was taken from the more than 80,000 written for the College Board's English Composition Achievement Test (ECT) in 1979. Using a special taxonomy of 20 writing characteristics, these essays were subjected to a second reading in fall 1980 to determine which of the characteristics most influenced rater judgments of writing quality. Among other analyses, scores developed for the quality of each of the characteristics were compared to holistic scores on the same essays obtained for the regular ECT administration. The results showed that certain characteristics of discourse, such as organization, transition, use of supporting evidence, and originality, influenced raters' judgments more than did such syntactic and lexical characteristics as subject-verb agreement, punctuation, and pronoun usage. The results suggest that English composition courses should emphasize discourse skills. (Appendixes contain copies of the ECT, essay evaluation forms and instructions used by raters, a questionnaire given to the raters before the evaluation, extensive tables of data, and a list of the names of the raters.) (Author/FL)

ED 225 189 CS 207 356

Communication Skills, Grades K-6.
Bloomfield Hills School District, Mich.

Pub Date—Jul 82

Note—143p; Occasional marginal legibility.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Communication Skills, Curriculum Development, Curriculum Guides, Educational Philosophy, Elementary Education, *Language Arts, Listening Skills, Reading Skills, Speech Skills, *Teaching Methods, Writing Skills

Intended to identify what any elementary school student in the Bloomfield Hills (Michigan) School District should be able to do as a result of the reading, writing, speaking, and listening skills taught in each classroom, this curriculum guide also offers suggested activities for teachers and help for professional staff in defining the structure of the district's communication skills curriculum. The opening sections of the guide describe its philosophy as one that stresses individualization, excellence, and relevance, and lists its goals in the general areas of listening, speaking, writing, handwriting, spelling, grammar, and reading. The next sections list general goals in the various areas that make up communication skills and the divisions of the guide itself into grade, general area, skill area, instructional emphasis, skills, suggested activities/strategies, and evaluation. The following section lists types of instructional emphasis. The scope and sequence of reading skills are then charted, followed by the actual grade-by-grade curriculum for these skills. The same pattern is then followed for speaking and listening skills. The remaining sections of the guide contain the writing curriculum, which stresses instruction, application, and practice and different types of writing for each grade level. The use of portfolios in every grade is also explained. Diagnostic flowcharts are then described and presented along with a summary of the curriculum for each grade. The guide concludes with representative examples of student writing and an addendum on literature. (JL)

ED 225 190 CS 207 357

Language Arts/English Curriculum, 7-12. Revised.
Bloomfield Hills School District, Mich.

Pub Date—80

Note—149p; Occasional marginal legibility.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Curriculum Development, Curriculum Guides, *Educational Objectives, Educational Philosophy, English Curriculum, *English Instruction, *Language Arts, *Language Skills, Literature Appreciation, Reading Skills, Secondary Education, Student Needs, Teaching Methods, Writing Evaluation, Writing Skills

Based on the idea that the goal of English instruction is to develop language skills that will assist each student in his or her search for identity, in relationships with other people, and in becoming a proficient and sensitive human being, this curriculum guide is divided into two major sections, grades 7 through 9 and grades 10 through 12. In each case, the curriculum is presented in charts divided into topic, objective, and comments/activities. A much larger proportion of the guide consists of appendixes. Those for grades 7 through 9 contain (1) a flow chart of writing objectives, (2) suggested writing assignments, (3) literature materials, (4) a manuscript correction guide, (5) the policy on student file folders and monitoring, and (6) an evaluation of writing manual. In addition to covering the same topics as the appendixes in the previous section, appendixes for grades 10 through 12 also include a chart showing writing skills in 11th and 12th grade and suggested syllabi for these three grades. (JL)

ED 225 191 CS 207 358

Buckley, Marilyn Hanf Boyle, Owen
Mapping the Writing Journey. Curriculum Publication No. 15.

California Univ., Berkeley. School of Education. Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—81

Note—44p; Prepared by the Bay Area Writing Project.

Available from—School of Education Business Office, Attention: Publications Department, 1615 Tolman Hall, University of California, Berkeley, CA 94720 (Write for price).

Pub Type—Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Elementary Secondary Education, Higher Education, Language Processing, Motivation Techniques, *Prewriting, Teaching Methods, Verbal Ability, Visual Learning, *Writing Exercises, *Writing Instruction, *Writing Processes, *Writing Skills

Identifiers—Bay Area Writing Project, *Cognitive Mapping

For use by teachers in helping students become better writers, this booklet describes and illustrates cognitive mapping, a prewriting technique that helps students combine their verbal and visual skills in order to produce ideas and to plan stories, plays, reports, or essays. The first section of the booklet discusses the interrelations between writing and thinking and explains how mapping can help students recall, organize, and structure their ideas. The second section, which comprises the major portion of the booklet, (1) explains how to make a cognitive map; (2) demonstrates how mapping can integrate the functions of the two hemispheres of the brain; (3) compares mapping to outlining; (4) illustrates ways that it can be used in planning a letter, autobiography, story, oral composition, research paper, or play; (5) lists suggestions for other uses of mapping in writing instruction; and (6) presents maps of works by professional writers. (FL)

ED 225 192 CS 503 931

McKerracher, William S.
Changing Children's Attitudes toward the Physically Disabled. Research Report 2/82.

Victoria Education Dept. (Australia).

Report No.—ISBN-0-7241-4328-9

Pub Date—82

Note—43p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Change, Change Strategies, Drama, *Educational Research, Foreign Countries, *Interpersonal Communication, *Physical Disabilities, Secondary Education, Sex Differ-

ences, *Student Attitudes
Identifiers—Australia

A study was conducted to determine the effect of a play, a curriculum kit on disability, and a speaker confined to a wheelchair on students' attitudes toward the disabled. Subjects were 150 male and 174 female secondary school students from seven Australian schools. The play presented common myths and fallacies about the disabled and then debunked them. The curriculum kit presented factual information on disabilities and case histories of disabled persons coping with their lives. An experimental pretest and posttest design was used to determine attitudes toward the disabled. The results indicated that the play was very effective in improving non-disabled children's attitudes toward the physically disabled. The curriculum kit lessons improved the children's attitudes but not to a statistically significant extent. The speaker also has a positive but negligible effect on attitudes. In addition, the results indicated a significant interaction between the play and the curriculum kit, with the kit having reduced the effectiveness of the play. The pretest indicated that females had a more positive attitude toward the disabled than did males, while the posttest indicated that females also improved their attitudes more than the males. (HTH)

ED 225 193 CS 504 020

Busby, Linda J.

Research Questions: Women and Mass Media.

Pub Date—Nov 81

Note—37p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Anaheim, CA, November 12-15, 1981).

Pub Type—Information Analyses (070) — Reference Materials — Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiences, Bibliographies, Content Analysis, Cultural Influences, *Females, *Mass Media, Mass Media Effects, *Media Research, *Research Design, *Research Methodology, *Sex Role, Social Influences

Identifiers—Audience Analysis, Control Analysis, Media Analysis

Typically, research concerning media presentations of women has involved six types of analysis: (1) content analysis (what is said), (2) cultural and social analysis (why it is said), (3) control or gatekeeper analysis (by whom it is said), (4) audience analysis (to whom it is said), (5) media analysis (in which channel), and (6) effects analysis (with what effects). This paper examines each of these research areas, noting trends and areas for additional research. In addition, it provides an extensive bibliography for each area, including both works that are useful in that research field and works that are examples of such research. (FL)

ED 225 194 CS 504 036

Biggers, Thompson

Design and Implementation of a Student Congress in the Secondary Classroom.

Pub Date—Nov 82

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Integrated Activities, *Parliamentary Procedures, *Persuasive Discourse, Secondary Education, Speech Communication, *Speech Instruction, Speech Skills, *Student Role, *Teacher Role, Teaching Methods

Identifiers—*Student Congress

Student congress is a speech activity in which students act as a legislative assembly, write and debate bills, and learn parliamentary procedure. It allows the teacher to make points about advocacy, ethics in persuasion, contemporary issues, and the workings of a democracy at the same time that students develop a feeling of control and mastery, practice lessons from social studies classes, develop leadership skills, and become better advocates of their ideas. During the activity, each student should (1) write a bill or resolution, (2) prepare and deliver an authorship speech, (3) act as presiding officer, (4) act as sergeant at arms, (5) act as clerk for one class session, and (6) deliver a minimum of 15 debate speeches on bills. Students can begin to write bills on their own while the teacher continues to teach them how to conduct the student congress on a daily basis, including such items as call to order, attendance, call for old business, call for new business, and the close of the session. At the same time, the teacher should interweave instruction on various motions that need to be made during the sessions. When students have learned to conduct the congress, they then elect a presiding officer for the next session. Meanwhile, the teacher acts as the parliamentarian; grading speeches, keeping records, and judging conduct. (Appendixes contain standards of conduct, information on bills and resolutions, a table of motions, a sample ballot, and a sample critique sheet.) (JL)

ness, and the close of the session. At the same time, the teacher should interweave instruction on various motions that need to be made during the sessions. When students have learned to conduct the congress, they then elect a presiding officer for the next session. Meanwhile, the teacher acts as the parliamentarian; grading speeches, keeping records, and judging conduct. (Appendixes contain standards of conduct, information on bills and resolutions, a table of motions, a sample ballot, and a sample critique sheet.) (JL)

ED 225 195 CS 504 054

Klinger-Variabedian, Laurel C.

The Group Setting: A Viable Mental Health Alternative for the Elderly.

Pub Date—Nov 82

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, *Aging (Individuals), Communication Skills, *Group Counseling, Group Discussion, *Group Therapy, Interaction, *Interpersonal Communication, *Older Adults, Self Esteem, Social Isolation, Social Problems

Group settings offer the elderly a unique outlet for interpersonal communication and can alleviate social isolation and aloneness. Group cohesiveness and instillation of hope are two curative factors in the group setting. Persons working with the elderly must be aware of their special problems and also be sensitive to their own age bias. Group work with the elderly can be divided into four main levels: (1) reality orientation, which attempts to make the client aware of the present; (2) reorientation, which is highly goal oriented; (3) reminiscence, which is past oriented; and (4) psychotherapy, conducted by a trained professional for self-awareness, self-acceptance, and a sense of personal continuity. While very little experimental research has been conducted in the area of group work with the elderly, one study did assess the interaction of group workers and members in a behavior modification group. Another study found problem solving useful in increasing social skills. Group work with the elderly will likely expand rapidly in the near future, because of its economic and interpersonal benefits. As the increasing numbers of older people gain more information about group functioning, they will probably find participation and leadership in such groups more acceptable. (HTH)

ED 225 196 CS 504 055

Parkay, Forrest W., Ed. And Others.

Quest For Quality: Improving Basic Skills Instruction in the 1980s.

Southwest Texas State Univ., San Marcos. Center for the Study of Basic Skills.

Pub Date—82

Note—125p.; Proceedings of the National Leadership Conference on Basic Skills (San Marcos, TX, January 7-8, 1982).

Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Basic Skills, Elementary Secondary Education, *Government Role, *Mathematics Instruction, *Reading Instruction, Research Needs, *Speech Communication, Teacher Effectiveness, Teaching Methods, Textbook Selection, *Writing Instruction

Intended for educational practitioners interested in basic skills instruction, the papers in the first section of this volume detail the progress that has been made in classroom research during the past decade and discusses three characteristics of effective teaching—teacher expectations, active teaching, and classroom management. The second section reviews several points of agreement and disagreement in writing research and practice and makes recommendations for changes in writing instruction. The third section details a specific agenda for the improvement of mathematics instruction. Section 4 offers three principles accepted by most reading educators and then posits three statements of need that ought to guide reading instructors. Next, recommendations are made that teachers change their questioning strategies and instruction in vocabulary and comprehension skills and that they become more active in modeling and providing feedback to learners. Discussion is also given to teaching reading to language minority students. The evolution of oral

communication as a basic skill is discussed in the fifth section, and recommendations are made for improving oral communication research and instruction. The sixth section outlines the roles that the federal and state governments should assume in the basic skills movement in the 1980's. The final section asserts that teachers can influence publishers and presents criteria for the selection of materials. (HOD)

ED 225 197 CS 504 069

Baatz, Wilmer H., Comp.

Afro-American Drama: A Bibliography of Selected Plays in the Indiana University, Bloomington, Libraries.

Indiana Univ., Bloomington. Afro-American Arts Inst.

Pub Date—Dec 82

Note—45p.; Several pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Black Culture, *Black Literature, *Blacks, Cultural Awareness, *Drama, Higher Education, Literature Appreciation, Scripts

Intended for students in Afro-American drama and literature classes, this selected bibliography lists in alphabetical order plays by and about blacks. Each of the annotations for the approximately 500 selections provides a brief description of the play, number of acts or scenes, year published, number of characters, year first produced, and publisher or source. Also included is an index of plays by title. (HOD)

ED 225 198 CS 504 070

Buerkel-Rothfuss, Nancy L. Yerby, Janet

PSI vs. A More Traditional Model for Teaching the Basic Course.

Pub Date—Nov 82

Note—24p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, Communication Apprehension, *Course Content, Course Evaluation, Educational Research, Educational Theories, Higher Education, *Nontraditional Education, *Public Speaking, *Speech Instruction, Student Attitudes, *Teaching Methods

Identifiers—*Personalized System of Instruction

A study examined the acceptance and effectiveness of a basic public speaking course that uses a modified Personalized System of Instruction (PSI) approach. Based on behavioristic psychology, PSI stresses mastery learning, self-pacing, the written word, student proctors, and lectures that motivate rather than just supply essential information. Five PSI sections of 45 to 50 students each were conducted at the same time as 38 traditionally taught sections of 22 students each. During the eighth week of classes, students completed a questionnaire that assessed perceived speaking anxiety, reasons for taking the course, expectations about it, and interest in topics. During the last week of regular classes, a second questionnaire sought the same information as well as other information pertaining to perceived learning from the course and attitudes toward it. Results indicated that students in the PSI sections reported higher levels of perceived learning, higher overall satisfaction with course content and format, lower levels of communication apprehension, and higher cognitive retention of course material than did students in the traditionally taught course sections. Their final grades were also higher. (JL)

ED 225 199 CS 504 071

Conville, Richard L.

Second Order Development in Interpersonal Communication.

Pub Date—Nov 82

Note—30p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Development, College Students, Communication Research, *Interpersonal Communication, *Interpersonal Relationship, *Models, *Research Methodology, *Research Problems, *Speech Communication

Developmental studies have primarily focused on what takes place within the confines of a given interpersonal system (first order development). What has been neglected is second order development, the interpersonal communication that alters the system itself. From this particular developmental perspective, a model can be used that illustrates and gives meaning to the complicated steps involved in the movement from security to alienation in a relationship. This technique can be used with a person whose conception of a relationship has changed radically. In a case study of a 19-year-old sophomore at a large state university application of the model provided evidence that second order development: (1) follows a predictable pattern, (2) is marked by personal struggle, (3) has outcomes oblique to what is happening, and (4) involves risk. (HOD)

ED 225 200 CS 504 073

Rozema, Hazel J.

Can We as Communication Scholars Teach Ethics without Preaching Values?

Pub Date—Nov 82

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ethical Instruction, Higher Education, *Moral Values, *Speech Communication, Speech Curriculum, Student Teacher Relationship, Teacher Attitudes, Teacher Role, *Teaching Methods, Teaching Styles, *Values Education

Even while struggling with their own biases and values, communication scholars can and should teach a unit on ethics in the basic communication course. One possible approach begins on the cognitive level by describing four different orientations toward ethics: hedonistic, legalistic, altruistic, and situational. By working out case study situations in small groups, students clarify their own ethical orientations. When students ask for an ethical absolute, the principle that communication must have an upbuilding, loving effect on the receiver is useful, but not as simple as it first might appear. Teachers must also confront the question of whether they should express their own values and biases in the classroom. Historically, colleges and universities have provided moral education; in fact, values are inherently taught in every classroom in every discipline. Thus, the issue is not whether but to what extent and in what manner values and biases will be expressed. Most teachers fit into one of the following teaching styles: (1) ignores ethics completely; (2) transmits certain vital values; (3) upholds the standards of the culture; (4) acts as a "gatekeeper," focusing on student values; (5) plays "devil's advocate" by constantly asking provoking questions; (6) tries to serve as a personal model for proper behavior; and (7) affirms personal values without forcing them on the students. (JL)

ED 225 201 CS 504 074

Ting-Toomey, Stella

Toward a Theory of Conflict and Culture.

Pub Date—Nov 82

Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Conflict, *Conflict Resolution, *Cultural Context, Cultural Influences, *Cultural Traits, Culture Conflict, *Intercultural Communication, Systems Analysis, Theories

Viewing conflict as a communication process and culture as a system of symbols and meanings allows conflict to be seen as embedded in the normative system of culture. Conflict is functional when it maintains the fundamental norms and values of the culture, regulates an appropriate degree of stability in the system, and takes place in a normative heterogeneous culture where individual opinions and viewpoints are respected. Otherwise, it is dysfunctional. Low Context Cultures (LCC) value individual orientation and overt communication patterns and maintain a heterogeneous normative structure. High Context Cultures (HCC) value group orientation and covert communication patterns and maintain a homogeneous normative structure. Given this framework, several predictions about conflict are possible: (1) LCC individuals are

more likely to perceive conflict as instrumental, marked by opposing practices or goals, whereas HCC individuals are more likely to perceive it as expressive, marked by hostile feelings; (2) conflicts are most likely to occur in LCC when individual normative expectations of behavior are violated, in HCC when collective expectations are violated; (3) individuals in LCC are more likely to possess a confrontational, direct attitude toward conflict, while individuals in HCC are more likely to possess a nonconfrontational, indirect attitude; and (4) individuals in LCC are more likely to use factually-inductive style or axiomatic-deductive style in conflict, while individuals in HCC are more likely to use affective-intuitive style. (JL)

ED 225 202 CS 504 075

Yerby, Janet Buerkel-Rothfuss, Nancy L.

Communication Patterns, Contradictions, and Family Functions.

Pub Date—Nov 82

Note—19p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, Communication (Thought Transfer), Communication Research, Communication Skills, *Conflict Resolution, Family Characteristics, Family Problems, *Family Relationship, Family Structure, *Interaction, *Interpersonal Communication, *Nuclear Family, Theories

Identifiers—*Family Communication

Families are rule-governed systems of interdependent individuals whose interaction follows an intricate pattern of behavior. Communication patterns in a family reflect and emerge from contradictions in rules. A function may be defined as something that a system does and must do if it is not to break down. For instance identity and stability involve the performance of a family function, since failure to achieve both usually leads to the disruption or termination of the relationship. But since these two goals are contradictory, families evolve strategies in an attempt to negotiate, through coordination, the identity-stability function in the relationship. The contradictions in logic that the family members bring to these situations are the manifestation of the difficulty they have in resolving the dilemmas inherent in the management of essential family functions. These observations suggest need for research to (1) identify how couples talk about their dilemmas and contradictions; (2) develop a taxonomy of family functions; (3) investigate the paradoxes in logic used in the process of coordination and rule development in the family; and (4) test effectiveness of strategies that stress the importance of communication skills but do not take into account the complexity of the family context. (JL)

ED 225 203 CS 504 076

Theatre and Oral Interpretation: Abstracts of

Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—9p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acting, Annotated Bibliographies, Audiovisual Aids, Blacks, *Communication Research, *Doctoral Dissertations, Elementary Secondary Education, Films, Higher Education, Literature, Music, *Oral Interpretation, Playwriting, *Production Techniques, Readers Theater, *Theater Arts, United States History

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: (1) children's theatre activities at Karamu House in Cleveland, Ohio; (2) the development, implementation, and significance of story theatre as a theatrical art form and performance technique; (3) the influence of the Del Sarte system of expression on American acting from 1871 until 1970; (4) modifying creative drama for senior adult participants; (5) music as an integral design element of theatrical production; (6) multimedia projected scenery in three New York City Opera productions directed by Frank Corsaro; (7) contemporary solo performance of Homer's "Iliad" in translation; (8) readers

theatre and Japanese No theatre; (9) sexual reform on the American stage in the Progressive Era (1900-1915); (10) the aesthetic receptivity of a dramatic art work; (11) the fairy tale in modern drama; (12) acting problems in creating a role for one-performer biography/drama; (13) conflicting concepts of the Federal Theatre Project; (14) play theory and the performance of literature; (15) images of black women in the plays of black female playwrights from 1950 to 1975; and (16) loneliness as motive, theme, and strategy in American theatre of the 1960s. (FL)

ED 225 204 CS 504 077

Speech Communication Education and Classroom

Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—7p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Communication Research, *Communication Skills, Counselor Training, Course Organization, *Doctoral Dissertations, Higher Education, *Intercultural Communication, Interdisciplinary Approach, *Interpersonal Communication, Nursing Education, Secondary Education, *Speech Communication, Speech Instruction, Teaching Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The eight titles deal with the following topics: (1) the effects of self-instructional and discrimination communication training on the development of confrontation skills in prepracticum counseling trainees; (2) cross-cultural training techniques; (3) the influence of transactional analysis training on communication skills; (4) paraprofessional communication skills training and conceptual level; (5) a human resources development program for teaching interpersonal communication skills; (6) an interpersonal skills module and its evaluation in two teaching modes; (7) the verbal activities of students in graduate nursing education in a small group setting; and (8) an intercultural communication course for eighth and ninth grade students. (FL)

ED 225 205 CS 504 078

Mass Communication: Abstracts of Doctoral

Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—16p.; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, Annotated Bibliographies, Attitude Change, *Communication Research, *Doctoral Dissertations, Elementary Education, Films, *Mass Media, *Mass Media Effects, News Reporting, Older Adults, *Programming (Broadcast), Radio, Stereotypes, Television

Identifiers—Audience Response

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 32 titles discuss a variety of topics, including the following: (1) the elderly audience for religious broadcasting; (2) response to television advertising of directly marketed products; (3) the effectiveness of documentary film as an attitude influence device on elementary school pupils; (4) the economic and creative integration of film and television; (5) images of older adult characters on daytime television serial drama; (6) the development of radio foreign correspondence in the United States through 1940; (7) adolescent reactions to race and sex of professional television newscasters; (8) humor in advertising; (9) American television networks' evening news coverage of the Iran crisis; (10) taxation proposals for the funding of American broadcasting from 1922 to 1926; (11) values on television shows watched by elementary school-aged children; (12) professionalism among television news directors; (13) the application of humanistic values to the study of the mass media in American culture; (14) local comparative television advertising; (15) the effect of mass media price ad-

vertising on the retail price of a convenience product; (16) community image, communication, and quality of life; and (17) structural determinants of television's role in Mexican American and Anglo households. (HTH)

ED 225 206 CS 504 079

Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—11p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, *Communication Research, *Communication Skills, Counselor Client Relationship, Debate, *Doctoral Dissertations, Elementary Secondary Education, *Employer Employee Relationship, Higher Education, Interaction, Interpersonal Competence, *Persuasive Discourse, *Physician Patient Relationship, Principals, Questioning Techniques, Student Attitudes

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) subordinates' perceptions of the androgynous communication style of supervisors as an index of job satisfaction; (2) comprehension and perception variables related to the effectiveness of newsletter communication between the elementary school principal and the parent constituency; (3) leadership style and the perceived need satisfaction of administrative subordinates; (4) the effects of the use of different types of rhetorical questions on students' perceptions of college teachers; (5) the effects of proximity as determined by seating arrangement on student participation, interaction, academic performance, and attitude in a senior high school English class; (6) television commercials aired during Louis Lambert's 1979 gubernatorial campaign in Louisiana; (7) the effects of interpersonal skills training upon the quality of parent-teacher conferences; (8) patient preferences for physician communication behavior; (9) the relationship between counselor self-congruence, sensitivity, and facilitative communication and performance in three different work settings; and (10) the structure and strength of argument in the court-martial of William Calley. (FL)

ED 225 207 CS 504 080

Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—9p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Business, *Business Communication, Communication Problems, *Communication Research, Communication Skills, *Doctoral Dissertations, *Employer Employee Relationship, Job Satisfaction, *Leadership, *Organizational Communication, Questioning Techniques, Speech Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) the delivery of bad news in organizations; (2) the diffusion of judicial innovations; (3) speech action in organizational socialization; (4) differential effects of leader style and group maturity upon subordinate satisfaction, task effectiveness, and task efficiency; (5) the role of verbal communication relationships of traditionally structured, complex organizations; (6) the relationship between superior-subordinate communication and job satisfaction; (7) the emergence of quality as a rhetorical fiction; (8) the information channels used in obtaining corporate image information; (9) the relationship between organizational structure and support for employee communication skill improvement; and (10) questioning in an organization. (FL)

ED 225 208

Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—9p; Pages may be marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Communication (Thought Transfer), Communication Problems, *Communication Research, Counselor Role, Disclosure, *Doctoral Dissertations, Elementary Secondary Education, *Family Relationship, *Interpersonal Communication, Nonverbal Communication, Sex Differences, *Spouses, Verbal Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles discuss a variety of topics, including the following: (1) caregiver talk to toddlers in dyadic and polyadic care; (2) communication tactics for neutralizing verbal aggression; (3) physical attractiveness and nonverbal skills; (4) the effects of communication training on marital communication, satisfaction, and self-concept; (5) the interpersonal relationships of teachers, parents, and students; (6) evaluation of a communications skills program with stepfather-adolescent-mother triads; (7) the parent-adolescent dyad in the formation of political attitudes and perceptions; (8) communication equity and conversation in marital dyads; (9) a curriculum project in interpersonal communication and relationships; (10) communication strategies of public school and Montessori parents and teachers; (11) human communication networking in a teleconferencing environment; (12) communication barriers inhibiting sex education in the home; (13) interpersonal relationships as reflected in eleventh grade learning style preferences; and (14) the effects of interviewer presumptuousness and interviewee sex on interviewee self-disclosure in a female-conducted counseling interview. (HTH)

ED 225 209

Pucel, Joanna Stocker, Glenn

A Nonverbal Approach to Communication: A Cross-Cultural Study of Stress Behaviors.

Pub Date—Nov 82

Note—19p; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, *Behavior Patterns, College Students, *Communication Apprehension, *Communication Research, *Cross Cultural Studies, Cultural Differences, Cultural Traits, Higher Education, Language Attitudes, *Nonverbal Communication, Speech Skills

Identifiers—*Japan, *United States

Although research in the area of communication apprehension (CA) has been extensive, little of it has attempted to identify the regularity and intensity of the nonverbal stress behaviors associated with CA. Additionally, most CA research has concentrated on the problem in North American settings. To extend the boundaries of CA research, a study investigated CA intercultural, focusing on the identification, regularity, and intensity of nonverbal stress behaviors in speaking situations through the analysis of the self-perceptions of Japanese and North American subjects. These subjects, 284 North American and 256 Japanese college students ranging in age from 18 to 60, completed an instrument that asked them to assess their nonverbal behaviors in tense speaking situations. The results indicated more than 100 different forms of nonverbal behaviors ranging from rapid heart rate to trembling hands. Data concerning the frequency and intensity of the various forms of nonverbal behaviors were highly variable; however, the most frequently cited behaviors were similar for the two cultural groups, indicating the potential of a cross-cultural link in speaker self-perception of nonverbal behaviors. (Copies of the survey instruments and tables of data are appended.) (FL)

CS 504 081

ED 225 210

Jensen, Marvin D.

Basics Combined: Understanding Human Communication through Literature.

Pub Date—82

Note—9p.

Journal Cit—The Iowa Curriculum Bulletin; v7 n1 p31-33 Fall 1982

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Values, Basic Skills, Drama, English Instruction, Human Relations, *Integrated Curriculum, *Interpersonal Communication, *Literature, *Literature Appreciation, Novels, Secondary Education, Short Stories, Speech Communication, *Speech Instruction, *Teaching Methods

Interpersonal communication and literature are two areas of knowledge that should be pursued together. Plays offer the opportunity to explore and to participate in the process of dialog. Some plays can also lead the viewer/reader/actor to introspection. "The Night Thoreau Spent in Jail" by Jerome Lawrence and Robert E. Lee can be studied at once for its dramatic merit, historical allusions, and insights into self-awareness and communication. John Knowles' "A Separate Peace" can be a means of exploring Abraham Maslow's concepts of self-actualization and synergy. "The Grass Harp" offers some of Truman Capote's best language and imagery and merits study as literature. In addition, this short novel illustrates complex patterns of communication. The current popularity of science fiction and fantasy provides an opportunity to introduce students to excellent literature and to truths that are sometimes presented in mythical form. "Pygmalion" by George Bernard Shaw illustrates the concept of self-fulfilling prophecies. Judith Guest's "Ordinary People" explores the damage caused by needless guilt and further illustrates the idea that behavior is not dictated by events, but is a response to subjective perceptions of events. "At the Short's" by Thomas Rogers explores the intrapersonal conflicts of adolescents and also offers insights into communication between sexes and within the family. Combining the studies of communication and literature allows human awareness and aesthetic insight to develop together. (HOD)

ED 225 211

Brady-Clampa, Bartholomew

A Model for Evaluating the Communication Skills of College Students.

Pub Date—[82]

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, College Students, Communication Skills, *Educational Assessment, *Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *General Education, Higher Education, *Program Evaluation, *Program Improvement

Identifiers—*Wayne State University MI

In the first stage of a project to improve the general education offerings at Wayne State University (Michigan), the ad hoc committee on general education defined those basic academic skills that a general education program should promote. The process of defining and evaluating the basic skill of communication typified the process of defining and evaluating each of the other basic skills in the program. The second stage dealt with establishing criteria for determining whether students had acquired these basic skills. In the third stage of the project, the committee developed a procedure to determine whether, where, and to what extent the students were acquiring skills in communication. This stage required gathering data on the general education program and selecting appropriate tests. It was decided that the least obtrusive and intrusive way of gathering information would be to collect papers, tests, and quizzes written for specific classes. In stage four, faculty evaluation committees were formed to deal with the material collected in the previous stage and to finalize evaluation criteria. In stage five, the data on student performance was evaluated and the program reassessed. (A communication skills data summary is included.) (JL)

CS 504 083

CS 504 084

ED 225 212 CS 504 085

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, Status Report, July 1-December 31, 1982.

Haskins Labs., New Haven, Conn.
Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.

Report No.—SR-71/72 (1982)

Pub Date—82

Contract—NICHHD-N01-HD-1-2420; ONR-N00014-83-C-0083

Grant—NICHHD-HD-01994; NICHHD-HD-16591; NIH-RR-05596; NINCDS-NS13617; NINCDS-NS13870; NINCDS-NS18010; NSF-BNS-8111470; NSF-PRF-8006144

Note—356p.

Pub Type—Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Adults, *Articulation (Speech), *Auditory Perception, Children, Cognitive Processes, *Communication Research, Language Research, Memory, *Oral Language, Reading Processes, Reading Research, Research Methodology, *Speech Instruction, Speech Pathology, *Speech Skills, Stress (Phonology), Visual Perception, Vowels

Research reports on the nature of speech, instrumentation for the investigation of speech, and practical applications of speech research are presented in this status report. The 18 reports deal with a variety of topics, including the following: (1) cyclic production of vowels in sequences of monosyllabic stress feet; (2) differences between phonetic and auditory modes of perception; (3) duplex perception; (4) the kinematics of articulatory control as a function of stress and rate; (5) simultaneous neuromuscular, movement, and acoustic measures of speech articulation; (6) the relation between pronunciation and recognition of printed words in deep and shallow orthographies; (7) how subcategorical phonetic mismatches slow phonetic judgments; (8) motor memory; (9) inadequacies of the computer metaphor; (10) perceptual integration of spectral and temporal cues for stop consonant place of articulation; (11) acoustic laryngeal reaction time; (12) old problems and new directions in motor behavior; and (13) discovering the sound pattern of a language. (FL)

ED 225 213 CS 504 086

Hampe, Dale

Do Concretely and Abstractly Worded Arguments Require Different Models?

Pub Date—Nov 82

Note—15p; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Communication (Thought Transfer), *Communication Research, Higher Education, *Models, *Persuasive Discourse, *Theories

Dale Hampe's cognitive model of argument is designed to reflect the operation of syllogistic thought processes. It has been suggested however, that the model applies more closely to abstractly worded arguments than to concrete thinking and that it also may work better with more interested respondents because it seems to describe the central rather than the peripheral routes to persuasion. A study was conducted to examine these hypotheses. Subjects were 233 undergraduates enrolled in communication classes, half of whom were taking required public speaking courses, and half who were communication majors. Students read three experimental booklets, a control containing no message, and two—one abstract and one concrete—containing a "newspaper story" on the economy. Results indicated that both experimental conditions were about equally effective in stimulating belief change. The model, while adequate for concrete messages and relatively uninteresting topics, performed much better for abstract messages, interesting topics, and interested persons. The between-subject correlations gave exceptionally clear evidence for the mo-

del's validity, particularly for groups. (Tables of results are included.) (JL)

ED 225 214 CS 504 089

Carbaugh, Donal

Toward a Perspective on Cultural Communication.

Pub Date—Nov 82

Note—34p; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Problems, Communication Research, *Cultural Context, Cultural Differences, *Cultural Influences

Identifiers—Theory Development

After defining and describing communication from a cultural perspective, this paper then proposes two areas—shared meaning and shared identity—as being relevant in and rich for communication inquiry. The paper addresses these two areas by (1) specifying assumptions for a cultural perspective on communication, (2) defining culture as a communicatively constituted analytic construct, (3) explicating a system of cultural structures that function to generate and regulate shared symbolic meaning, and (4) discussing three discernable communicative forms—ritual, myth, and social drama—that structure a sense of shared identity in interactive life. By advancing a cultural perspective on communication, the paper shows the unique and revealing insights that the study of shared meaning and shared identity offer students of communication theory and research. (FL)

ED 225 215 CS 504 091

Gamble, Michael W. Gamble, Teri Kwal

Communication Models: A Computer Graphics Approach.

Pub Date—Nov 82

Note—13p; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Communication (Thought Transfer), Communication Research, *Computer Graphics, Higher Education, *Instructional Innovation, Learning Theories, *Models, Motivation Techniques, *Speech Instruction, *Student Attitudes, *Teaching Methods

A study was conducted to test the belief that students would develop a better attitude toward communication models if they were depicted using computer-generated graphics than they would if traditional chalkboard depiction were used. Two hypotheses were tested: (1) that the mean attitude-towards-models score for students exposed to models via computer generated graphics would be significantly higher than the mean for students exposed via the chalkboard and (2) that the mean score for students asked to evaluate the study of communication models would be significantly more favorable for the group exposed to computer generated models than it would be for the group exposed to chalkboard models. Subjects were 75 students enrolled in four sections of an undergraduate speech communication course. Two sections were randomly assigned to each condition and were asked to complete a semantic differentiation instrument at the end of each lesson. Analysis of the results confirmed both hypotheses. These findings suggest that computer graphics can be a valuable learning tool when used to enhance traditional classroom instruction. (JL)

ED 225 216 CS 504 092

Nelson, Paul E. Pearson, Judy C.

Intrapersonal Communication and Public Speaking: Treatment of the Concept in Basic Texts.

Pub Date—Nov 82

Note—11p; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Communication Research, *Content Analysis, Higher Education, Public Speaking, *Speech Communication, Speech Instruction, *Textbook Content, *Textbook Evaluation, Textbook Research

Identifiers—Intrapersonal Communication

A study was conducted to determine the treat-

ment of intrapersonal communication in basic communication course texts published in the last 10 years. Only 29 of the 77 textbooks surveyed covered the topic at all, and many of those treated it in a superficial manner. After being divided into two categories according to subject matter, public speaking texts and hybrid texts, the books were categorized according to the way they explained intrapersonal communication. Most described the concept as a kind of self-communication, self-monitoring, or thinking. Not surprising was the finding that hybrid texts were more likely to include the concept, but very surprising was the fact that pre-1980 textbooks mention the concept more frequently than post-1980 ones. Six books devoted the most space to the concept or used unique approaches: W.D. Brook's "Speech Communication," Zimmerman's, Owen's, and Siebert's "Speech Communication," Myers's and Myers's "Communicating When We Speak," Hopper's and Whitehead's "Communication Concepts and Skills," Loren Reid's "Speaking Well," and Crable's "Using Communication." Tables of results and a list of the texts surveyed are included. (JL)

ED 225 217 CS 504 094

Weaver, Richard L., II Michel, Thomas A.

On Lecturing: A Selected Bibliography.

Pub Date—Dec 82

Note—22p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Educational Research, Higher Education, *Instructional Improvement, *Large Group Instruction, *Lecture Method, Small Group Instruction, Student Attitudes, Student Teacher Relationship, Teacher Attitudes, *Teacher Effectiveness, Teacher Improvement, *Teaching Skills, Television Teachers

The 68 journal articles, books, and ERIC documents described in this annotated bibliography cover all aspects of the topic of lecturing, from general considerations on the methodology and effectiveness of lecturing to specific advice on how to lecture and the results of research studies on lecturing's effect and usefulness. Besides summarizing the content of the entries, the individual annotations also comment on the quality and usefulness of each work. (JL)

ED 225 218 CS 504 095

Richmond, Virginia P. McCroskey, James C.

Power in the Classroom: Two Studies.

Pub Date—83

Note—26p; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, January 29-February 2, 1983).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Measures, Classroom Communication, Communication Research, Educational Research, Elementary Secondary Education, Learning, Measurement Techniques, *Power Structure, Role Perception, *Student Attitudes, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Role

Two studies were conducted to determine the degree to which various types of power were employed in the classroom and the effects of each type on both cognitive and affective learning. The primary focus of the first study was to determine the degree to which teachers and students shared perceptions of the use of power in the classroom. Power was measured as relative or perceived. A total of 156 teachers and 2,698 of their students provided data. The results indicated that even though statistically significant associations between teacher and student were found, teacher and student perceptions of the use of power were not isomorphic. The results also indicated that both teachers and students viewed the overwhelming proportion of power use to stem from reward, reference, and expert bases. The second study focused on the degree to which use of power in the classroom was associated with cognitive and affective learning. The results, based on data from 151 teachers and 2,603 of their students, indicated that perceived use of power could account for approximately 30% of the variance in cognitive learning and up to 69% of the variance in affective learning. Coercive and, to a lesser extent, legitimate power were found to be negatively associated with learning while referent and, to a lesser extent, expert power were found to be positively associated with learning. Reward power was found to have no

meaningful association with learning. (Author/HOD)

ED 225 219 CS 504 096

Foley, Michael K.

Super Techniques for Teachers.

Pub Date—18 Oct 82

Note—19p; Paper presented at the Meeting of the Florida Council of Teachers of English (Daytona Beach, FL, October 14-16, 1982).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, *Classroom Techniques, Elementary Secondary Education, Instructional Improvement, *Interpersonal Communication, *Learning Activities, *Listening Skills, *Speech Skills, *Student Teacher Relationship, Teaching Methods

A variety of techniques can help a teacher create the atmosphere of a "quality circle," a Japanese management method in which each member of a group shares and contributes to the learning experience. "Creating a Commercial" allows students to create original oratory for presentation to the class. In "The Good News First," students improve their oral skills by presenting a speech on a variety of topics. In "Listen My Children" students develop listening skills by listening and responding to poetry. In "Eula's Eulogy," students sharpen their public speaking skills by writing and delivering speeches eulogizing themselves. "A Pigment of Your Imagination" uses malapropisms to improve speech technique and listening awareness. In "Tune in Again Next Week..." students improve listening skills through presentation of an audience participation story. Finally, students develop listening skills while literally spinning a yarn. (JL)

ED 225 220 CS 504 097

Fischer, Russell G.

The Design of an Instructional Unit for a Community College Film Study Course.

Pub Date—Dec 82

Note—61p; M.A. Thesis, San Jose State University, CA.

Pub Type—Guides—Classroom—Teacher (052)—Dissertations/Theses—Masters Theses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Course Content, Course Descriptions, *Course Organization, *Film Study, Higher Education, *Instructional Design, Masters Theses, Research Methodology, Speech Communication, Student Evaluation, *Teaching Methods

Although film study is now widely accepted as part of the curriculum of higher education, there appears to be no single accepted method of teaching the subject. In order to design an instructional unit for a one-semester, introductory film study course for community college students, a review of the literature was carried out to examine the approach, content, and design used in film study courses. Consequently, an approach was developed that emphasized the analysis of individual films considered in their historical context. An instructional design was developed modeled after that of Jerrold E. Kemp, whose eight-step plan is built around the answers to questions about objectives, activities and resources, and evaluation. Goals of the course, learner characteristics, preassessment, and support services are common to all units in the plan. For each unit, general purpose, subject content, learning objectives, evaluation, teaching and learning activities and resources, support services, and worksheets are individually considered. The goals of the course are to understand and appreciate films and to learn about their history and technical development. Three topics were chosen to meet these goals: origins of motion pictures, the first films, and early filmmakers George Melies and Edwin S. Porter. (HOD)

ED 225 221 CS 504 098

Briggs, Nancy E. Harwood, Glenn R.

Furthering Adjustment: An Application of Inoculation Theory in an Intercultural Context.

Pub Date—Feb 83

Note—10p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Albuquerque, NM, February 18-22, 1983).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Problems, Communication Skills, Cross Cultural Studies, *Cultural Context, *Culture Conflict, *Intercultural Communication, *Interpersonal Competence, Interpersonal Relationship, Job Training, Simulation, *Speech Communication, *Training Methods

A significant need exists for new and expanded training programs for people who must interact with different cultures. When people experience a new cultural environment, they are likely to experience conflict between their own cultural predispositions and the values, beliefs, and opinions of the host culture. A training program, the Cultural Communication Capsule, can aid in cross-cultural adaptation by improving interpersonal and social communication skills. Employing the metaphor of inoculation, the capsule is intended to immunize and inoculate against the erosion of self-image and self-confidence that results when people who do not understand a host culture's norms feel that their own cultural norms under attack. The program consists of discussion questions to stimulate new value orientation and uses exercises and simulation games organized around 10 elements: (1) linguistic variables, (2) identity and status, (3) historical and political climates, (4) social values and structures, (5) economic trends, (6) technological language vocabularies, (7) nonverbal communication, (8) family/friends, (9) employment skills, and (10) company policy. The questions relate to cultural norms that underlie communication on-the-job specifically and the new cultural environment in general. (Sample questions for each of the 10 elements are provided.) (HOD)

ED 225 222 CS 504 099

Packwood, Bob

[Views on Freedom of Electronic Information.]

Times Mirror Co., Los Angeles, CA.

Pub Date—Sep 82

Note—22p; Speech given at a dinner hosted by Times Mirror (Washington, DC, September 13, 1982).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communications, Court Doctrine, *Court Litigation, *Federal Regulation, *Freedom of Speech, Government Role, Information Networks, Information Sources, Newspapers, *Nonprint Media, Press Opinion
Identifiers—Federal Communications Commission, *United States Constitution (Proposed Amendments)

The views of the Chairman of the U.S. Senate Commerce Committee on freedom of electronic information are contained in this speech transcript. The speech opens with a warning that government regulation of the electronic media is expanding and extending in a dangerous way, posing the possibility that one day this regulation will be extended to the print media. Next, it recounts several recent Federal Communication Commission decisions and court cases that indicate a movement in this direction. Citing historical precedent, the speech then points out that if the Supreme Court eventually upholds the right of regulation over the rights of the electronic media, it would be almost impossible to overturn the decision. It then recommends that while maintaining the sanctity of the First Amendment, broadcasters should work toward the passage of a new constitutional amendment guaranteeing their rights. The next part of the speech contains the chairman's promise to work for the passage of such an amendment if he could be assured of the broadcasters' support. Questions from his listeners, newspaper publishers, and the chairman's answers, which reiterate his belief in the need for an amendment and explain how he would go about introducing and working for it, make up the final section of the speech. (JL)

ED 225 223 CS 504 100

Rhetoric and Public Address: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date—82

Note—9p; Pages may be marginally legible.

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Communication Research, Credibility, *Discourse Analysis, Doctoral Dissertations, Ethics, European History, Models, *Persuasive Discourse, Politics, *Public Speaking, Research Methodology, *Rhetoric, Rhetorical Criticism, *Speeches, United States History

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: (1) the credibility of the sources of public information during the Three Mile Island nuclear power plant crisis; (2) the anticorporation rhetoric of New York reformer Samuel Seabury; (3) the concept of style in Yale University's Lyman Beecher Lectureship on preaching; (4) the strategies and major goals of Chinese Premier Zhou Enlai's rhetoric; (5) hostility and anxiety in selected speeches of National Urban League President Vernon Jordan; (6) the application of a general rhetoric model for analyzing synecdoche, metaphor, and metonymy to the poster; (7) the rhetorical characteristics of the public speech of selected women; (8) an application of fantasy theme analysis to the rhetoric of the Equal Rights Amendment extension controversy; (9) a Burkean cluster analysis of the motivations revealed in selected speeches of the Reverend Jesse Jackson; (10) Kenneth Burke's theory of transcendence applied to the advocacy rhetoric of Mobil Oil; and (11) the foreign policy of the British Labour Governments from 1964 to 1970. (JL)

ED 225 224 CS 504 101

Jain, Nemi C., Ed.

International and Intercultural Communication

Annual, Volume VI, December 1982.

Speech Communication Association, Annandale, Va.

Report No.—ISBN-0-933662-22-X

Pub Date—Dec 82

Note—130p.

Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 (\$9.50, 10% discount for SCA members).

Pub Type—Collected Works—General (020)—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Communication (Thought Transfer), Communication Problems, *Communication Research, Cross Cultural Studies, Cultural Differences, *Cultural Influences, *Cultural Interrelationships, Elementary Education, Foreign Countries, *Global Approach, *Intercultural Communication, International Studies, Mass Media, Mass Media Effects, Organizational Communication, Semiotics

Identifiers—Communicator Style

Designed to serve as a forum for the exchange of ideas concerning international and intercultural communication, this annual volume contains articles that cover a variety of topics. The first half of the volume contains seven articles discussing the following: (1) a pragmatic approach to mass media development in three models of developing nations; (2) criticism and research of the cultural impact of American television abroad; (3) semiotics of cross-cultural communication in a Japanese film; (4) a communication perspective of the Osage Little People; (5) conceptual comparisons between attraction and communication style of blacks and whites as determinants of interpersonal relationships; (6) critical issues for language planning in bilingual education; and (7) developing an elementary school curriculum with a global perspective. The second half of the volume contains reviews of several books on intercultural communication subjects, including the management of intercultural relations in international business, communication in the rural Third World, and the dynamics of folklore. (RTH)

ED 225 225 CS 504 102

Miller, Gail

Scripting Oral History: An Examination of Structural Differences between Oral and Written Narratives.

Pub Date—Feb 83

Note—17p; Paper presented at the Seminar/Conference on Oral Tradition (Las Cruces, NM, February 17-19, 1983).

Pub Type—Guides—Non-Classroom (055)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Documentaries, *Narration, *Oral History, *Oral Interpretation, *Oral Language, *Performance Factors, *Personal Narratives, *Readers Theater, *Written Language

The availability of both oral and written historical narratives provides the Readers Theater adapter with a rich opportunity to experiment with mixing oral and written narrative styles in documentary form. Those who plan to use such mixing must consider the differences between oral and written narratives. Writers and readers have almost unlimited time; speakers and listeners do not. Writers can read at any time; speakers are limited by their ability to recall. Speaking is more personal than writing; writing is more permanent. Intonation, volume, and speed are varied in speech; few exact correlates to these qualities exist in writing. For the adapter, these differences point up different possibilities in tone and sound for scripts and the need for artistic control to develop these possibilities. Unlike the historian, the Readers Theater adapter must sometimes alter original narratives to please audiences without sacrificing the integrity of the script. Oral narratives are particularly useful for injecting dialogue into the scene, for focusing on action, and for preserving regional flavor and humor. Written narratives are valuable for their descriptive language. Rather than stressing the balance of the historian, the adapter should strive for a point of view through selectivity. Narratives can be organized either topically or chronologically. Finally, since a speaker's background has a profound influence on his or her language, obtaining narratives from narrators of different backgrounds is vitally important. (JL)

EA**ED 225 226****EA 014 695**

A Conference on the Use of Surplus Space. Summary. (Portland, Oregon, August 19, 1981).

Multnomah County Board of Commissioners, Portland, OR.

Pub Date—19 Aug 81

Note—36p.; For a related document, see ED 219 841.

Pub Type—Collected Works—Proceedings (021)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Declining Enrollment, Delivery Systems, Elementary Secondary Education, Government School Relationship, Institutional Cooperation, *School Closing, *School Community Relationship, *School Space, *Shared Facilities, *Space Utilization

In opening speeches to conference participants, Multnomah County (Oregon) Commissioners Caroline Miller and Earl Blumenauer stressed the need for government and individuals to cooperate in providing educational and community services in an era of declining resources. Dale Hess summarized his monograph "Rising above Decline." Richard Andrews spoke on policy alternatives available to better utilize school space. Bob Packard reported on the development of the Multnomah County School Plan. Michael Carrol discussed the actions taken by the Seattle (Washington) Public Schools to use vacant structures; Jim Todd gave examples of mechanisms for cooperation that are working in Seattle; and Rich Smith discussed Seattle's response to the problem of zoning. Small-group discussions were held on the topics of (1) sale or lease of vacant buildings, (2) shared use of open facilities, and (3) process considerations. Topic questions and summary statements recorded by each group, along with copies of the questionnaires administered before and after the conference with tabulated responses, are included. Questionnaire responses from approximately 45 participants revealed an overwhelming support for the provision of a wide range of services. A bibliography and selected abstracts from the ERIC database are appended. (MLF)

ED 225 227**EA 014 968**

Smith, Louis M. Teaching Tales and Theories: An Ethnographic Next Step?

Pub Date—Mar 82

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperation, Data Collection, *Educational Research, Educational Theories, *Ethnography, High Schools, *Research Methodology, *Research Problems, Research Projects, Secondary School Science

A number of methodological and substantive issues were raised by the ethnographic research for the book (coauthored by the author of this paper), "Teaching Tales and Theories: A Story and A Commentary on a Science Classroom" (1981). First, the origin of the "problem" came not only from earlier research but also from a serendipitous meeting with the other future coauthor, a high school science teacher. Another methodological problem involved the large volume of data generated by ethnographically following one teacher's class through one full semester; data collection included recording all verbal statements in the class, recording teacher comments before and after class, and taking field notes in all the classes. The research yielded, however, substantive steps toward a theory of teaching, involving concrete images about teacher-directed laboratory instruction in general science and the teacher's use of metaphors in thinking about teaching. Further research problems arose in getting the project finished: not only the coauthors' separate personal lives, but also the ethnographic method's demand for "grounded theory," complicated the analyzing, conceptualizing, and writing up the project. However, the ethnographic method also provided a collaborative relationship that led to other research opportunities and further insights on teaching. (RW)

ED 225 228**EA 015 025**

Dwyer, David C. And Others

The Kensington School Today: Sailing Stormy Straits. A View of Educational Policy.

Washington Univ., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—20 Mar 82

Grant—NIE-G-78-0074

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). For related documents, see EA 015 026-028.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Back to Basics, Curriculum Development, *Educational Change, *Educational Environment, Educational Methods, Educational Philosophy, Elementary Education, Experimental Schools, *Nontraditional Education, *Open Plan Schools, School Buildings

Identifiers—*Kensington School MO

Kensington School is an elementary school in Milford (Missouri) School District built in 1966 with open classrooms and designed for team teaching and other innovative practices. A visit 15 years later reveals that the physical plant has deteriorated somewhat, most classrooms are walled off from each other, and innovative structures are not now used for their original purposes. Current staff members are humorous and stable and interact a great deal, but they are more rural and local than the original staff and are more oriented toward a traditional, back-to-basics educational philosophy. The curriculum too is more concerned with order, structured activities, and basic skills. The present principal is also a traditionalist, unlike the school's first principal. Changes in Kensington's social environment have contributed to the movement away from nontraditional approaches. Demographic shifts led to an increase in lower-achieving, inner-city children and an increase in disciplinary problems. These problems in turn contributed to the emphasis on order and basic skills. Further district problems over racial bias allegations and declining enrollments also strengthened the traditionalist turn. Educational policy-making results from complex influences, but the complexity of education's environments and problems needs to be addressed directly. (RW)

ED 225 229**EA 015 026**

Prunty, John J. And Others

Racial Transition and Neighborhood Schools: Kensington as a Case in Point.

Washington Univ., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—20 Mar 82

Grant—NIE-G-78-0074

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). For related documents, see EA 015 025-028.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Change, *Educational Change, Educational History, Elementary Education, Maps, Neighborhood Schools, Nontraditional Education, Population Trends, *Racial Composition, Racial Factors, *School Demography, School Districts

Identifiers—*Kensington School MO

One of several papers in a symposium on Kensington School (in Missouri), this document describes the effects on this elementary school of demographic change and racial transition in Milford School District. The authors first present a historical overview of the development of the school district and the role of blacks in the town from the eighteenth century through the early 1960s. They outline the founding of Kensington in the mid-1960s as an innovative school and its switch within 2 years to a more structured arrangement that still retained many innovative aspects. Problems that arose in the 1970s are reviewed, involving enrollment decline, immigration of black families, financial problems, school closings, and conflicts over the nature of "neighborhood schools." The effects of these problems on Kensington are traced, including moves toward stronger discipline, self-contained classrooms, a traditional curriculum, emphasis on order, and use of corporal punishment. The authors follow Milford's continuing enrollment declines, financial problems, and racial shifts and strains into 1980; discuss the effect of road patterns and social power on the neighborhood school concept; and speculate on future change in Milford. Four maps illustrate demographic and school changes from 1949 to 1980. (RW)

ED 225 230**EA 015 027**

Kleine, Paul F. Smith, Louis M.

Educational Innovators Then and Now.

Washington Univ., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 82

Grant—NIE-G-78-0074

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). For related documents, see EA 015 025-028.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *Educational Innovation, Elementary Education, Experimental Schools, *Geographic Location, Geographic Regions, Interviews, Municipalities, Nontraditional Education, *Religion, Religious Factors, *Teacher Attitudes

Identifiers—*Kensington School MO

Researchers conducted lengthy face-to-face interviews with 17 of the 21 faculty members who had been at Kensington School (Missouri) during its first 2 years (1964-1966), when the elementary school was at its most innovative. The interviews covered the former faculty members' perceptions of the Kensington experience, the effects of Kensington on their lives and careers, and changes in their lives and careers in the 15 years since Kensington. Each interview was conducted by two researchers, who shared the roles of interviewer and observer. Besides noting that the former faculty maintained little mutual contact, the researchers identified six themes, only two of which are discussed in this paper. The first theme involved the connection between the strong religious feelings and backgrounds of many former faculty and the quality of secular "religion" and "true belief" that educational innovation held for the Kensington faculty. The second theme concerned the former faculty members' return to their earlier origins, not only intellectual but geographical. Five had returned to the city where they grew up, and eight had returned to the same region. (RW)

ED 225 231 EA 015 028

Smith, Louis M. And Others
Kensington Revisited: Two Key Years of Context from the Milford Chronicle.
 Washington Univ., St. Louis, Mo.
 Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—Mar 82
 Grant—NIE-G-78-0074

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
 For related documents, see EA 015 025-027.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *Board Administrator Relationship, Educational Change, *Educational History, Educational Innovation, Elementary Education, Experimental Schools, *Research Problems, School Districts, *Superintendents

Identifiers—*Kensington School MO

In introducing a symposium on Kensington School (Missouri), an innovative elementary school in Milford School District, this paper discusses the origins of the restudy of Kensington 15 years after its creation and narrates the story of 2 key years in the district's history. The authors describe how a revisit to the district uncovered new historical data—many years of board minutes—and led to the follow-up study's expansion into a seven-volume study of innovation in American education aimed at finding why Kensington began as well as what happened to it. The 2 key school years, according to the authors, were 1961-62 and 1965-66. In the first key year, the Milford board attempted to oust its long-time superintendent, the National Education Association became involved, and the result was the hiring of a new superintendent, who was committed to educational innovation. Kensington was created as an innovative school soon thereafter. The second key year, the authors record, included board-superintendent conflict, a new Kensington principal, an electoral change in the board's membership, the superintendent's resignation, and the choice of a new superintendent. The authors' conclusion emphasizes the importance of history in studying educational change. (RW)

ED 225 232 EA 015 127

Gaswirth, Marc And Others
Teachers' Strikes in New Jersey. Studies in Industrial Relations and Human Resources, No. 1.
 Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.
 Report No.—ISBN-0-8108-1569-9
 Pub Date—82
 Note—275p.

Available from—The Scarecrow Press, Inc., P.O. Box 636, Metuchen, NJ 08840 (\$10.00).
 Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)—Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Boards of Education, *Collective Bargaining, Educational History, Educational Policy, Elementary Secondary Education, *Policy Formation, Public School Teachers, School Statistics, State History, State Legislation, State Surveys, Tables (Data), Teacher Salaries, *Teacher Strikes, *Unions, Work Environment
 Identifiers—Board Teacher Relationship, Counties, *New Jersey, New Jersey Education Association, New Jersey State Federation of Teachers

Researchers analyzed 127 public school teachers' strikes in New Jersey during the 36 school years from 1945 through 1981, presenting their data in over 60 tables. Data were collected from newspapers, magazines, and journals; through personal interviews; and via a questionnaire survey of affiliates of the New Jersey Education Association and the New Jersey State Federation of Teachers. Variables covered included strike frequency, causes (whether salaries and benefits, working conditions, or negotiation procedures), geographic location, time of occurrence (year, month, and weekday), staff days lost, number of teachers on strike, teacher or organizational affiliation, school district enrollment size, and school board appointive or elective status. A historical analysis of New Jersey's development of collective bargaining policies for teachers reviews the origins of teacher bargaining, depicts the teacher and board organizations involved, and describes the

evolution of public policy. Statistical analysis using percentages and correlations examines the data for 1945 through 1977; an appendix analyzes similar data through 1981 and adds information on strike causes from 1968 to 1981. Among the researchers' conclusions are that New Jersey teacher strikes are infrequent and short and tend to occur in larger northern counties with elected school boards. (RW)

ED 225 233 EA 015 162

Duckworth, Kenneth
Issues of Human Resource Management in Schools and the Relevance of Research.
 Oregon Univ., Eugene. Center for Educational Policy and Management.
 Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—Feb 82
 Note—23p.

Pub Type—Opinion Papers (120)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Beliefs, Communication Problems, *Educational Administration, Educational Environment, *Educational Policy, *Educational Research, Elementary Secondary Education, Group Dynamics, Interpersonal Relationship, Methods, *Research Needs, Semantics, Student Role, Teacher Role
 Consideration of the research agenda of the Center for Educational Policy and Management (CEPM) in Eugene (Oregon) is aided by placing it in the context of current issues in educational policy and management, and by identifying policy and management decisions that can benefit from CEPM's research agenda. Three decision-making domains are the foci of disagreement in education. The domains include the structure of student work, aiming at the improvement of learning; the structure of teacher work, including instructional practices and the work environment; and administrator work structure, including policy-setting and working conditions. At the same time there are three types of issues: technical issues, meaning instrumental or "how-to" problems; cooperative issues, involving human interaction aspects of educational activities; and assumptive or semantic issues, concerning educational values and cultural constructs and ideology. The three decision domains—student, teacher, and administrator work structures—each have different technical, cooperative, and assumptive issues. For each type of issue within each domain, different research has been done, by CEPM and others, and different research needs exist. (RW)

ED 225 234 EA 015 165
Klausmeier, Herbert J.
Usability and Effectiveness of a Program for the Renewal and Improvement of Secondary Education in Local School and University Settings: A Summative Evaluation.
 Wisconsin Center for Education Research, Madison.
 Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—82
 Grant—NIE-G-81-0009
 Note—142p.; Not available in paper copy due to small print and marginal legibility of original document.
 Pub Type—Reports—Evaluative (142)—Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Improvement, Educational Objectives, Higher Education, Instructional Materials, Program Effectiveness, *Program Evaluation, Questionnaires, School Surveys, Secondary Education, Tables (Data), Teacher Attitudes
 Identifiers—*Wisconsin Program for Renewal and Improvement Sec Educ

The Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE) was a research and development project conducted from 1977 through 1981. WRISE had four components: (1) 10 comprehensive objectives, each with related enabling objectives; (2) a six-step improvement process; (3) printed and audiovisual materials for local school staffs, to learn about the program, and for university education professors, to provide information to students; and (4) a dissemination and utilization plan. For secondary schools, evaluation data were gathered at 10 schools in 6 states, using 3 staff questionnaires and a school leader's report. For universities, data were collected from nine uni-

versity programs in three states, using three questionnaires and a report from each professor, as well as two questionnaires and pre- and posttests from students. Brief descriptions of each school and university program involved are provided. The secondary school results indicate that teachers and principals considered WRISE objectives, improvement processes, and materials both usable and effective. The university results show the professors and the students regarded WRISE materials as usable, effective, and of high quality. Lists of WRISE objectives and materials and copies of several questionnaires are appended. (Author/RW)

ED 225 235 EA 015 225

Schenet, Margot A.
State Education Agency Coordination Efforts. Final Report.
 Urban Inst., Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—Sep 82
 Contract—400-80-0014

Note—93p.; Project Report, Urban Institute Project No. 1449. For related document, see EA 015 226.

Pub Type—Reports—Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agency Cooperation, Agency Role, Case Studies, *Coordination, Educational Cooperation, Educational Finance, Elementary Secondary Education, Federal State Relationship, *Financial Problems, Human Services, Special Education, *State Agencies, State Aid, *State Departments of Education, State Programs, *State School District Relationship, Statewide Planning
 State education agency (SEA) activities to coordinate programs for children and youth were the focus of this report. The incentives and disincentives to coordination and interagency cooperation at the state level were investigated by case studies in Pennsylvania, Colorado, California, and Washington. In particular, the study examined how federal initiatives and recent fiscal strains have affected both intergovernmental coordination of education programs and SEA relationships with other state agencies. The report begins by presenting the key research questions and the 12 hypotheses explored in the study and describes the data collection methods used. Each of the chapters on the individual states presents an overview of the demographic, educational, economic, and governmental characteristics of the state along with selected items in the state's budget. Following this are descriptions of coordination of educational programs, interagency coordination, special education coordination activities, and other interagency coordination efforts. The last chapter summarizes the findings and general conclusions. (MLF)

ED 225 236 EA 015 226

Schenet, Margot A.
State Education Agency Coordination Efforts. Summary Report.
 Urban Inst., Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—Sep 82
 Contract—400-80-0014

Note—21p.; Project Report, Urban Institute Project No. 1449. For related document, see EA 015 225.

Pub Type—Reports—Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, Agency Role, Case Studies, *Coordination, Educational Cooperation, Educational Finance, Elementary Secondary Education, Federal State Relationship, *Financial Problems, Human Services, Special Education, *State Agencies, State Aid, *State Departments of Education, State Programs, *State School District Relationship, Statewide Planning
 A study of state education agency (SEA) activities investigated the incentives and disincentives to coordination and interagency cooperation at the state level as well as the effects of federal initiatives and recent fiscal strains on these activities. Research focused on how much coordination currently exists nationwide; case studies of Pennsylvania, Colorado, California, and Washington examined whether the level of resources has an impact on the amount of coordination taking place, and the local impact of coordination. Across the 50 states very little coordination exists between education and other state agencies providing human services. Intensive interviews with key personnel in the four states revealed coordination efforts to be minimal among programs within education agencies. In none

of the four cases did declining resources spur agency initiatives for coordination, though state legislatures did push agencies in the direction of greater coordination. Finally, formal agreements at the state level do not determine the extent of joint activities at the local level. Only SEAs that use interagency agreements to establish working relationships between local offices of social and health service agencies and local school districts are likely to have an impact on local operations. (MLF)

ED 225 237 EA 015 240

Scott, W. Richard. Meyer, John W.
The Organization of Institutional Sectors.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—IFG-PR-82-A16
Pub Date—Jul 82
Contract—OB-NIE-G-80-0111
Note—41p.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Decision Making, *Group Structure, Models, *Organizational Theories, *Organizations (Groups), *Social Environment, *Social Structure

Identifiers—Interorganizational Relationships

Following recent thinking that sees organizations' structures as dependent on their environments, the authors consider characteristics of institutional sectors that affect the organizations arising within them. They first point out problems in present models relating organizations to their environments and discuss several "forerunners" of their proposed model. They begin their presentation of their own model by defining an "institutional sector" as a domain identified by similarity of service, product, or function. The authors then describe four sets of characteristics of institutional sectors and suggest 23 hypotheses about them. The first set of characteristics involves the distinction between technical (or market-run) sectors and institutional sectors (in which rules and requirements predominate). Six hypotheses regarding organizations in these two types of sectors are listed. The second characteristic comprises the sector levels—including national, regional, or local levels—on which an organization operates; one hypothesis is presented. Sector decision-making processes, on funding or program matters, constitute the third set of characteristics. Eleven hypotheses are generated regarding decision-making centralization, fragmentation or unification, and substance (whether deciding core or peripheral matters). The fourth set of characteristics and the final five hypotheses involve sector controls, including structural, process, or outcome modes of control. (RW)

ED 225 238 EA 015 241

Kogan, Maurice. Atkin, J. Myron
Legitimizing Education Policy: The Use of Special Committees in Formulating Policies in the USA and the UK.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IFG-PR-82-A17
Pub Date—Jul 82

Grant—OB-NIE-G-80-0111
Note—117p; Some pages may reproduce poorly due to marginal legibility of original document.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Reports—General (140)—Opinion Papers (120)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Advisory Committees, Comparative Analysis, Decision Making, *Educational Policy, Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, Needs Assessment, *Policy Formation, Position Papers, *Research Committees

Identifiers—*Blue Ribbon Commissions, Political Legitimacy, *United Kingdom, United States
Using examples from the United States (U.S.) and the United Kingdom (U.K.), the authors investigate the use of special or expert commissions in govern-

ment policy-making in education. They analyze such commissions' impacts, the criticisms made of them, their role in political legitimization, and some alternative instruments for policy formation. After a brief introduction the paper presents past and present opinions in the U.S. and the U.K. on commissions (chiefly noneducational ones) and their utility. The authors then look in detail at the role of three U.S. and five U.K. educational commissions of the 1960's and 1970's, examining their reports and the results of their recommendations. The U.S. reports are the California Master Plan on Higher Education, the Bundy report on New York City, and the Kerr report on higher education; the U.K. documents include the Robbins, Plowden, James, Auld, and Taylor reports. The paper's following section places educational commissions within the larger context of political policy-making and discusses the extent to which commissions are legitimated and the extent to which they legitimate particular policies. The final section considers such alternatives to commissions as legislative committees, think tanks, one-person studies, political parties' research groups, and academic studies. (RW)

ED 225 239 EA 015 242

Chambers, Jay G. Parrish, Thomas
The Issue of Adequacy in the Financing of Public Education: How Much Is Enough?

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IFG-PR-82-A19
Pub Date—Jul 82

Grant—OB-NIE-G-80-0111
Note—98p; Some pages may reproduce poorly due to marginal legibility of original document.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 (\$1.00).

Pub Type—Opinion Papers (120)—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Educational Equity (Finance), Educational Objectives, *Educational Quality, Educational Resources, Elementary Secondary Education, Equal Education, Models, *Resource Allocation, *School Funds, *State Aid, Tables (Data)

In four chapters this monograph examines how states and the nation have defined both an adequate education and the funding level required to provide it, and suggests an approach to the issues of educational adequacy and equity. Chapter 1 defines adequacy in terms of the provision of learning services sufficient to meet a goal and argues that the question of adequacy cannot be separated from the issue of equity. The second chapter reviews historical literature on U.S. public education to find how past policy makers and scholars have conceptualized educational adequacy and equity. In chapter 3 the authors analyze the changing role of the states in providing educational funding, the dollar amounts the states provide, various measures of educational resource inputs, and state funding of supplemental programs in special, bilingual, and compensatory education. Chapter 3 also presents brief case studies of approaches to adequacy taken in Georgia, South Carolina, Washington State, and Connecticut. The final chapter proposes a resource-cost-based approach to adequacy and equity issues. Called the "Resource Cost Model," the suggested framework is a computer simulation model for determining resources needed by districts and expenditures required of states to provide an adequate education. (Author/RW)

ED 225 240 EA 015 252

King, Dave. Kimbrough, Ted
Financing the School Plant. Draft.

California Association of School Business Officials. Southern Section.

Pub Date—21 Apr 82
Note—33p; Paper presented at the Annual Meeting of the Council of Educational Facility Planners, International (59th, Columbus, OH, September 26-29, 1982). Flow chart will not reproduce due to small print of original document.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Capital, *Capital Outlay (for Fixed Assets), *Educational Facilities, Elementary Secondary Education, *Fund Raising, Private Finan-

cial Support, School Construction, School Districts, *School Funds, State Aid, State School District Relationship

Thirteen methods of financing school buildings in California are described in this document. A brief introduction reviews recent changes in California school financing, following passage of Proposition 13, and explains the need for new financing methods. For each method, the document provides a description (which also points out limitations), implementation procedures, funding sources, legal authority, and sources of further information. The financing methods include (1) building and renovation funding through redevelopment agency monies; (2) joint-use and occupancy development with a private developer; (3) Leroy Green State School Building Lease-Purchase Law using state funds; (4) emergency classroom program, to acquire portable classrooms; (5) lease-purchase program using district funds; (6) Public Law 81-815, providing federal aid for urgently needed construction; (7) revenue sharing funds from the federal government; (8) development mitigation, to repay the district for new development costs; (9) special district taxes, if approved by voters; (10) leasing facilities from a bond-issuing nonprofit corporation; (11) joint sharing of facilities with recreation agencies; (12) lease and lease-purchase of sites, buildings, or facilities; and (13) certificates of participation in facilities partially leased to others. (RW)

ED 225 241 EA 015 259

Tying Research to Policy: Emerging Links and a Changing Consensus.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82
Note—13p; Includes: IFG Policy Perspectives; Spr 1982. Not available in paper copy due to small print and colored paper of original document.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305.

Journal Cit—IFG Policy Notes; v3 n2 Spr 1982

Pub Type—Collected Works—Serials (022)—Information Analyses (070)—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Policy, Elementary Secondary Education, Information Needs, Information Scientists, *Network Analysis, *Policy Formation, *Research Needs, *Research Utilization, *Selective Dissemination of Information, Social Science Research, Special Education, State Action

This issue of "Policy Notes" examines some of the issues surrounding research dissemination, or the means by which policy-makers become aware of and assimilate research knowledge. The articles in this issue provide added perspectives to the findings of an Institute for Research on Educational Finance and Governance (IFG) survey, in three states, of policy-makers in the areas of school finance and education for handicapped children. The study reveals that policy-makers seem to know how to find research when they need it; most use it occasionally in their work, and half use it often. Survey respondents chose networks, groups of brokers sharing their concerns, as the single most important source of information. Carol Weiss relates the study's findings to others in such policy areas as health and to other levels beyond the state. Gail Meister and Michael Kirst discuss networks, their structure, and how they function and suggest further research questions. Arnold J. Meltzer questions the assumptions commonly held by those who conduct research on dissemination. Sandra L. Kirkpatrick describes IFG's dissemination program. In "Policy Perspectives," Linda Nelson summarizes portions of an IFG report "Policy Research and Educational Policy-Making: Toward a Better Connection." (Author/MLF)

ED 225 242 EA 015 260

Reading, Writing and Rights: Shaping School Policy through Law.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82
Note—15p; Includes: IFG Policy Perspectives;

Sum 1982. Not available in paper copy due to small print and colored paper of original document.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305.

Journal Cit.—IFG Policy Notes; v3 n3 Sum 1982
Pub Type—Collected Works - Serials (022) — Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Court Litigation, Educational History, Educational Policy, Elementary Secondary Education, International Education, Policy Formation, School Law

Identifiers—Class Action Suits, Supreme Court

This issue of "Policy Notes" concerns the restructuring of American education during the past quarter-century, with centralization and legalization being the two most noteworthy changes in educational governance. David Kirp claims that the increased control of schooling by state and federal authorities, the elaboration of new administrative structures, and the greater power of educational professionals have generated conflict that increasingly has been resolved through the courts and other legal means. David Tyack traces the historical development of the American educational system. The legitimating effect of legalization on the state is viewed from an international perspective by Hans Weiler and June Yamashita. Deborah Rhode provides a lawyer's perspective on class action suits. John Meyer and Nancy Stone discuss decentralized national educational authority and the national scope of educational issues as two characteristics of the American educational system that generate legalization. In "Policy Perspectives," Donald N. Jensen analyzes education cases in California that were decided between 1858 and 1980 according to the number of cases decided, the issues they raised, and the type of plaintiff who brought the suit. (Author/MLF)

ED 225 243 EA 015 261

Mackett, Muriel Steele, Donald

Preparing Leaders to Anticipate and Manage the Future: Part I: Society and Education: Educational Management for the 1980's and Beyond. University Council for Educational Administration, Columbus, Ohio.

Pub Date—82

Note—100p.; A Task Force Report from the UCEA University-School District Partnership. Some figures will not reproduce due to small print of original document. For related document, see EA 015 262.

Available from—Publications, University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, OH 43210 (\$5.00; orders under \$10.00 must be prepaid).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College School Cooperation, Educational Administration, Educational Trends, Elementary Secondary Education, Futures (of Society), Higher Education, Leadership Responsibility, Models, Social Change, Social Influences, Social Theories

A Rubik's cube analogy provides a perspective on the complexity of managing educational futures and the purposes, language, and assumptions of this monograph. A broad commentary on the relationship between society and education and an overview of the conceptual framework used to examine this relationship is followed by a comprehensive review of major forces and trends that are now shaping society and education. The forces and trends are described in nine sections: one for each of Lasswell's eight sectors of contemporary society (power, affection, skills, wealth, well being, respect, rectitude, and enlightenment) and one for society as a whole. The parameters, the key society-education dynamic, and related forces and trends are discussed for each section. Two major sets of conditions that are likely to confound futures planning, interpreting societal inputs and managing educational processes and outcomes, are reviewed. Finally, eight tasks are cited that are broadly responsive to challenges to education discussed in earlier sections. Ninety-four footnotes of reference citations and discussion conclude the booklet. (MLF)

ED 225 244 EA 015 262

Hoyle, John R. McMurrin, Lee R.

Preparing Leaders to Anticipate and Manage the Future: Part II: Critical Challenges for Leaders Who Anticipate and Manage the Future. University Council for Educational Administration, Columbus, Ohio.

Pub Date—82

Note—32p.; A Task Force Report from the UCEA University-School Partnership. For related document, see EA 015 261.

Available from—Publications, University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, OH 43210 (\$2.50; orders under \$10.00 must be prepaid).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Civil Rights, Declining Enrollment, Demography, Disabilities, Economics, Educational Administration, Educational Trends, Elementary Secondary Education, Enrollment Projections, Family Structure, Futures (of Society), Industrial Education, Leadership Responsibility, Peace, Racial Balance, School Business Relationship, School Closing, Social Change, Technology, Vocational Education

Identifiers—Milwaukee Public Schools WI

Six major areas considered most likely to present stern challenges to educational leaders in the final years of the 20th century are: (1) changing demographics, (2) economics, (3) technology, (4) occupational and vocational education, (5) human rights, and (6) family structure. Relying on major reports, current periodicals, and personal experiences, the authors of this monograph identify key information about the six areas and stress the extent to which each area is and will be a challenge to educational leaders. The challenges are first described from a general perspective in each of the six areas and then linked to the urban school district of Milwaukee (Wisconsin). (MLF)

ED 225 245 EA 015 263

Hansen, Kenneth H.

State Educational Policy and the Proposition 13 Movement. An Overview of Policy Issues. Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Feb 79

Note—39p.; Prepared for Chief School Officers of the States of Alaska, Hawaii, Idaho, Oregon, Montana, and Washington. Includes "The Proposition 13 Movement: An Annotated Bibliography" by Larry Picus, January 18, 1979.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, Administrators, Agency Cooperation, Annotated Bibliographies, Budgeting, Coordination, Educational Finance, Educational Policy, Elementary Secondary Education, Federal State Relationship, Financial Problems, Governance, Policy Formation, Productivity, School Taxes, State Agencies, State Departments of Education, State School District Relationship, Tax Allocation

Identifiers—Tax and Expenditure Limitations, Taxpayer Revolt

Limitations on governmental taxing and/or spending, exemplified by the "Proposition 13" initiative in California, have been instituted or proposed in a large number of states. As the movement spreads, state education agencies (SEAs) and, especially, chief state school officers have fundamental policy decisions to make. Areas where the tax/spending limitation movement most directly affects education are: (1) SEA posture (opposition/acquiescence), (2) relationships with other agencies and organizations, (3) changes in governance patterns, (4) changes in SEA functions and operations, (5) institution of economy measures, and (6) increase of productivity. Drawing on the experience and insight of state education leaders, this document presents an analysis of the policy dimensions of the tax/spending limitation movement, setting forth the policy problems in each of the areas listed above and reporting identified policy options for addressing these problems. (MLF)

ED 225 246 EA 015 264

Hansen, Kenneth H.

State Educational Policy Issues in the Education of the Handicapped. Public Law 94-142. Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—May 79

Note—54p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academically Gifted, Compliance (Legal), Court Litigation, Disabilities, Educational Finance, Educational Policy, Educational Responsibility, Elementary Secondary Education, Federal Regulation, Federal State Relationship, Learning Disabilities, Mainstreaming, Policy Formation, School Law, Staff Development, State Departments of Education, State School District Relationship

Identifiers—Education for All Handicapped Children Act, Vocational Rehabilitation Act Section 504

The comprehensiveness and specificity of the Education for All Handicapped Children Act (Public Law 94-142) and Section 504 of the Vocational Rehabilitation Act, and the detailed regulations that accompany them, might seem to foreclose any opportunity for states to develop and follow their own policies. However, reports from chief state school officers and their staffs reveal policy options open to the states in the areas of fiscal management, program planning and operation, and interorganizational relations. A range of alternative policy options in each of these areas is set forth in this document. The appendices contain a 15-item annotated bibliography of articles that deal with the policy issues related to the implementation and enforcement of P.L. 94-142 and Section 504, and a summary of these laws. (MLF)

ED 225 247 EA 015 265

Picus, Larry

A Brief Analysis of the Implementation of Idaho's

1% Initiative.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Jul 79

Note—11p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, Elementary Secondary Education, Finance Reform, Property Taxes, School Support, School Taxes, State Legislation

Identifiers—Idaho, Tax Equity, Tax Limitations

In November 1978, Idaho voters approved an initiative that limited property taxes to 1 percent of a property's 1978 market value and that limited the property's growth in market value to 2 percent per year. Due to the initiative's imprecise wording and incompatibility with Idaho statutes, the 1979 Idaho Legislature passed two bills designed to clarify the initiative and enact it into law and to rewrite the school finance statutes to conform to the new limitations. These two bills included limitations on the amount of taxes taxing districts and school districts could levy, with the provision that school district voters could approve increased levies for school finance only. The state's share of the costs of education rose as a result of the changes from 65 percent in 1978-79 to 75 percent in 1979-80. Among the issues remaining to be resolved are determining how revenue from property taxes should be divided among taxing jurisdictions, since taxing district boundaries overlap; whether voters will be allowed to override limitations in the future; and whether underassessed residential property will be reassessed to full 1978 values, possibly resulting in higher tax bills for homeowners than were faced prior to the reforms. (Author/PGD)

ED 225 248 EA 015 266

Picus, Larry

California and Proposition 13: A Brief Analysis.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Jul 79

Note—10p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, Elementary Secondary Education, *Finance Reform, *Property Taxes, School Support, School Taxes, *State Legislation

Identifiers—California, *Proposition 13 (California 1978), Tax Equity, *Tax Limitations

In June 1978, California voters approved Proposition 13, limiting property taxes to 1 percent of a property's market value and limiting the property's growth in market value to 2 percent per year. The immediate effect of the limitations was to reduce property tax revenues by \$7 billion, of which \$3.1 billion would have gone to the schools. The California Legislature responded by allocating \$4.1 billion of the state's surplus to local governments, \$2 billion of it earmarked for school districts. This "bail-out" lowered the share of educational costs financed locally from 52 percent to 28 percent. Examination of future state revenue projections indicates that the state will continue to generate surpluses that can be used to replace lost property tax revenues and that, despite the 2 percent limitation, property reassessments will lead to higher property tax revenues than once anticipated, though the additional revenues will come primarily from owners of residential property. Other possible consequences of Proposition 13's passage are the equalization of property tax burdens across the state and growing state control over local expenditures. (Author/PGD)

ED 225 249

EA 015 267

Hansen, Kenneth H.

State Educational Policy Alternatives for the "Basics" Movement.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Sep 79

Note—29p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Back to Basics, Basic Skills, Competency Based Education, Educational Assessment, *Educational Policy, Elementary Secondary Education, Information Dissemination, Legal Problems, *Policy Formation, Program Evaluation, Public Relations, *School Effectiveness, *State Departments of Education, State Programs, State School District Relationship

The back-to-basics movement and public demands for educational quality guarantees have led state education agencies (SEA's) to examine their options in four areas: definition of the basics, relevant curricular and programming alternatives, alternatives for evaluating achievement of basics-related goals, and methods of reporting achievements to the public. This document first discusses SEA choices in defining basics broadly or narrowly, interpreting legally mandated definitions or creating their own, and basing definitions in general philosophy, specific course requirements, or established competency standards. The other options open to SEA's are highly dependent on the character of these definitions. The paper next looks at the SEA's options relative to curriculum planning and programming. These range from offering support to maintaining close program monitoring. Alternatives regarding evaluation are essentially procedural, concerned with the types of tests given, the timing and sequence of testing, the remediation programs established, and alternatives for those unable to meet the standards. Reporting options include establishing the size of reporting units, selecting bases for comparing previous and current achievement, and identifying the primary audience. The document concludes with a discussion of legal issues faced by SEA's when choosing among these options. (Author/PGD)

ED 225 250

EA 015 268

Picus, Larry

Why Property Tax Limitations Won't Limit Everyone's Taxes.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Aug 79

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Finance Reform, *Property Taxes, School Support, State Legislation

Identifiers—California, Idaho, Proposition 13 (Cal-

fornia 1978), *Tax Equity, *Tax Limitations

Property tax limitation measures passed in 1978 by voters in California and Idaho contain provisions that apparently will reduce the equity of the property tax system in both states. Changes in assessment practices mandated by the new laws will shift the property tax burden away from business and commercial property and toward residential property and will result in situations in which individuals with comparable property will be taxed differently. Schools facing declining revenues due to limitations on commercial property taxes could find it difficult to obtain relief from voters whose residential property taxes continue to rise. (Author/PGD)

ED 225 251

EA 015 269

Hansen, Kenneth H.

Defining Quality Education: An Analysis of State Educational Policy Options.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Dec 79

Note—25p.; Prepared for Chief State School Officers of the Northwest and Pacific.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, Educational Assessment, *Educational Policy, *Educational Quality, Elementary Secondary Education, Outcomes of Education, *Policy Formation, Public Relations, *State Departments of Education, State Programs, State School District Relationship

Current public demands for increased educational quality can best be met at the state education agency (SEA) level, but the SEA is faced with the fact that no single, clearly acceptable definition of educational quality exists. As a result of this lack of consensus, the SEA must examine the policy options available before taking action. First, SEA's must recognize that the public, state legislatures, courts, and educational researchers have legitimate interests in the way educational quality is defined. Second, SEA's must realize that since no conclusive definition is possible, a series of operating definitions that can serve as bases for action must be accepted. These operating definitions may be focused on outcomes, processes, research results, or combinations of these. Once definitions are selected, SEA's have options when selecting the level of specificity with which the quality goals will be stated, the level of support that can be given local districts in the attempt to achieve the goals, the level of involvement of the SEA in monitoring goal achievement, and the form in which achievements can be reported to the public. (Author/PGD)

ED 225 252

EA 015 270

Picus, Larry

The Voucher Movement as a Freedom of Choice Issue.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Dec 79

Note—15p.

Pub Type—Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Economics, Educational History, *Educational Vouchers, Elementary Secondary Education, Parent Role, Parent School Relationship, Private Education, Public Education, School Choice

Identifiers—California

After describing the history of the educational voucher movement, the paper briefly discusses the various voucher models that have been proposed and considers some of the issues for and against the establishment of voucher systems. Tracing the voucher concept back to Adam Smith, Thomas Paine, and John Stuart Mill, the author notes that after the 1850's the voucher idea lay relatively dormant until revived in the wake of the Supreme Court's desegregation rulings in the 1950's. Four general types of voucher plans have developed: Friedman's Unregulated Voucher Model, theSizer-Whitten Vouchers for the Poor Model, Jencks' Regulated Compensatory Model, and Coons and Sugarman's Family Power Equalizing Model. These models all encourage parental choice, provide regulatory mechanisms, depend on state funding, and seek increased educational equity. The models differ in their eligibility requirements, the amount of funding provided per student, and the way equity is determined. The major issues to be decided when

adopting voucher plans are which schools will participate, what the state's role in school regulation will be, how much vouchers will be worth, how the plans will be financed, and what effects the plans might have on rural education. (Author/PGD)

ED 225 253

EA 015 271

Hansen, Kenneth H.

Mandating Curriculum: The Creationists. An Issue Analysis Paper.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Jun 80

Note—10p.; Prepared for the Chief State School Officers of the States of Alaska, Hawaii, Idaho, Oregon, Montana, and Washington.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Constitutional Law, *Controversial Issues (Course Content), *Creationism, *Curriculum Development, Curriculum Problems, *Educational Policy, Elementary Secondary Education, *Policy Formation, Political Influences, *State Departments of Education

The options available to state education agencies (SEA's) facing decisions concerning the regulation of controversial course content are discussed in this paper, which uses the issue of whether or not to mandate the teaching of creationism as an example. The author first clarifies the issues in the debate over teaching creationism, touching on the relevance to the debate of First Amendment regulations, child-benefit concepts developed from constitutional law, notions of religious freedom, public financing of religion, the sincerity of the issue's proponents, and the proponents' rights to expression of their opinions in the schools. Options open to SEA's prior to adopting regulations mandating inclusion of creationism in the curriculum include treating the matter as any other proposed curriculum change, seeking the state attorney general's opinion, or opposing or accepting the proposal outright. Once the change is mandated, the SEA's options include having the subject treated as any other controversial subject, seeking procedural advice from the attorney general, or taking no action at all. (Author/PGD)

ED 225 254

EA 015 272

Hansen, Kenneth H.

State Education Agency Staff Development: A Function of Agency Role and Mission. An Issue Analysis Paper.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Jun 80

Note—12p.; Prepared for the Chief State School Officers of the States of Alaska, Hawaii, Idaho, Oregon, Montana, and Washington.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, Educational Change, Elementary Secondary Education, Organizational Objectives, Policy Formation, *Staff Development, *State Departments of Education, State School District Relationship

Planning staff development programs to meet changing state education agency (SEA) needs can best be undertaken by considering first what the SEA is trying to accomplish. If we look at the priorities and emphases given by the SEA to its various managerial, service, and leadership tasks, concepts of agency role and mission begin to emerge. By examining these concepts and the legal and financial restrictions on the SEA's activities, planners can create a fairly clear picture of the possible staff development policy alternatives. Among the factors that must be considered are the likelihood of appropriate training programs outside the agency, the possibility of coordinating with local education agencies or other states' SEA's to provide programs that would be impractical for the individual SEA to provide alone, the uses to which new communications technology can be put, and the impact of changing public demand on the agency's role and its consequent training needs. While the options created by these factors are fairly universal, the policies appropriate to each state are quite specific and not touched on in this document. (Author/PGD)

ED 225 255 EA 015 273

Hansen, Kenneth H.
Strengthening Public Confidence in Education.
Issues and Action Alternatives.
Northwest Regional Educational Lab., Portland,
OR. Northwest Center for State Educational
Policy Studies.

Pub Date—Jun 80

Note—12p.; Prepared for the Chief State School
Officers of the States of Alaska, Hawaii, Idaho,
Oregon, Montana, and Washington.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Educational Attitudes, Educational Improvement, Educational Quality, Elementary Secondary Education, Information Dissemination, *Public Opinion, *Public Relations, Regional Attitudes, School Effectiveness, *State Departments of Education
Identifiers—United States (Northwest)

A survey of state education agencies (SEA's) in Alaska, Hawaii, Idaho, Montana, Oregon, and Washington, supported by a random sampling of SEA's elsewhere in the nation, revealed several aspects of education in which the publics of all the surveyed states expressed low confidence. This document identifies eight of these issues, indicating the messages being received from the public regarding each. The document then itemizes the messages needing to be sent to the public to clarify the values and successes of education; useful data sources for preparing these messages; and alternative actions that SEA's can take to respond positively to responsible criticisms. The eight issues covered are student achievement, the cost of education, teacher preparation and effectiveness, student discipline and behavior, dropouts, lack of public information concerning schools, the needs of special populations, and the relationship of educational costs to benefits. (PGD)

ED 225 256 EA 015 274

Picus, Larry

Educational Expenditures: 1969-1979. An Analysis.

Northwest Regional Educational Lab., Portland,
Oreg.

Pub Date—Sep 80

Note—40p.; Presented to the Northwest Urban
School Superintendents.

Pub Type—Reports - Research (143) — Opinion
Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Categorical Aid, Costs, *Educational Finance, Elementary Secondary Education, *Expenditures, *Inflation (Economics), Negative Attitudes, Public Relations, *School District Spending, School Support, State Aid

Intended to help state education agencies answer public criticism of the costs of education, this paper describes the data currently available on increases in educational costs and attempts to reveal the factors responsible. The paper first analyzes the various expenditure categories in school district budgets, determining that while school district salaries did not keep pace with inflation, increases in staff sizes caused overall salary expenditures to increase faster than the cost of living. Maintenance and operations, fixed charges, and other costs (including programs and services other than the standard K-12 educational program) contributed dramatically to educational costs rising faster than the cost of living. The paper concludes with an examination of the effects of grants from state and federal governments. It is noted that categorical grants usually fund programs or activities supplementing the regular programs, thus requiring increased expenditure. It is also suggested that increases in the proportion of school revenues provided at the state level have resulted only partially in reductions in local taxes, while the remainder of the increases has gone to support increased expenditure. Appendices present the techniques used in determining relative increases in expenditure categories. (Author/PGD)

ED 225 257 EA 015 275

Hansen, Kenneth H.

State Education Agency Involvement in International Education. An Issue Analysis Paper.
Northwest Regional Educational Lab., Portland,
OR. Northwest Center for State Educational
Policy Studies.

Pub Date—Sep 80

Note—15p.; Prepared for the Chief State School
Officers of the States of Alaska, Hawaii, Idaho,
Oregon, Montana, and Washington.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, *Area Studies, Educational Objectives, Educational Policy, Elementary Secondary Education, Policy Formation, *State Departments of Education, State School District Relationship

State education agencies (SEA's) must determine the policies most appropriate for the realization at the state level of the high priority placed on international education by the new U.S. Department of Education. The extent of international education (whether involving the study of different cultures, of foreign languages, of nations and international relations, or of some combination of these) must first be defined. SEA's can then establish statewide goals and provide consultative help and technical assistance to local education agencies as they make their decisions regarding the placement of international education in the curriculum or in district policy. Despite the priority placed on international education, however, available financial support remains limited. Some sources of further information on state-level programs in international education conclude this document. (Author/PGD)

ED 225 258 EA 015 276

Hansen, Kenneth H.

Local-State-Federal Education Relationships: Issues Regarding Block Grants.

Northwest Regional Educational Lab., Portland,
OR. Northwest Center for State Educational
Policy Studies.

Pub Date—Mar 81

Note—14p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Block Grants, *Educational Finance, Educational Policy, Elementary Secondary Education, *Federal Aid, School Districts, *State Departments of Education, *State School District Relationship

This paper poses and responds to 10 questions about the policy issues affecting state education agencies raised by the federal government's plans to reduce expenditures for education and to consolidate several categorical aid programs into two major block grants. These 10 questions focus on the shifting relationships among and responsibilities of state and local education agencies and the means for maintaining compliance with the various applicable regulations as laws regarding funding and responsibilities change. The questions also touch on the definition of "local education agencies," the impact grant distribution formulas will have on educational opportunity equalization efforts, and methods for ensuring the supplementary nature of federal funds. Finally, the questions concern alterations in the character and influence of advocacy groups at state and local levels, the impact of reductions in federal support on local tax burdens, and the capacity of local districts to manage the resources newly placed under their control. (Author/PGD)

ED 225 259 EA 015 277

Hansen, Kenneth H.

State Accreditation/Approval of Schools: An Overview of Practice and Policy Issues in the Northwest Regional Educational Laboratory Region.

Northwest Regional Educational Lab., Portland,
OR. Northwest Center for State Educational
Policy Studies.

Pub Date—Mar 81

Note—16p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), *Agency Role, Educational Policy, Elementary Secondary Education, Geographic Regions, *State Departments of Education

Identifiers—*United States (Northwest)

The procedures followed in the accreditation of public and private schools in each of six northwestern states were examined to determine how current practices differed and what problems were perceived, and to help develop reasonable policy options for improvement. The first section of this report considers the legal basis for accreditation in the states, levels of approval or accreditation, the development and nature of accreditation criteria, the relationships of the state education agencies with other accrediting agencies, and the regulation of compliance. The second section notes several accreditation issues about which state agencies in-

dicated some concern: accreditation of small private schools, the costs of accreditation programs, the state agency's dual role as accreditor and provider of technical assistance, and the question of what to measure when accrediting programs. The suggestions offered to state agencies in the report's third section include giving private school accreditation high priority, giving accreditation of elementary and junior high schools attention equal to that given high schools, lowering the profile of the state agency as an enforcer of standards, and shifting the agency's emphasis from the maintenance of minimum standards to active improvement of the schools. (Author/PGD)

ED 225 260 EA 015 278

Picus, Larry

Tuition Tax Credits: A Review of Current Proposals and Their Potential Impacts.

Northwest Regional Educational Lab., Portland,
OR. Northwest Center for State Educational
Policy Studies.

Pub Date—Mar 81

Note—9p.

Pub Type—Opinion Papers (120) — Information
Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, Educational Legislation, Elementary Secondary Education, Federal Legislation, Private School Aid, *Tax Credits, *Tuition

The Packwood/Moynihan/Roth Tuition Tax Relief Act of 1981 and the nearly 20 other tuition tax credit bills introduced since the beginning of the current session of Congress are intended to provide tax credits for a portion of the tuition paid for private education. Two major studies attempting to determine the impacts of passage of a tuition tax credit law were published by Martha J. Jacobs and the Congressional Budget Office. Both studies found that tuition tax credits would lead to disproportionate distribution of benefits—favoring white, middle-to-upper income, and Southern families—and could result in a significant loss of revenue to the federal government. (Author/PGD)

ED 225 261 EA 015 286

Stanfield, Jonathan

Management Consulting Case Study. Research on Evaluation Program. Paper and Report Series.

No. 74.

Northwest Regional Educational Lab., Portland,
Oreg.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—Jul 82

Contract—400-80-0105

Note—60p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Consultants, *Cost Effectiveness, Data Analysis, *Evaluation Methods, Grade 10, Grade 12, High Schools, State Surveys, Tables (Data)

Identifiers—*Washington, *Washington Office of Superintendent of Pub Instr

A set of studies done for the Washington State Superintendent of Public Instruction (WSPI) constituted a case study testing the conjecture that management consulting is potentially cost effective in some areas of educational evaluation. The case study involved first interviewing 22 respondents from four WSPI constituencies (educators, employers, the legislature, and parents) to identify their major concerns, then deriving analyses of data related to the concerns from a WSPI data bank, and finally producing draft reports on the analyses. The data bank comprises data from the national "High School and Beyond" study augmented by additional Washington information and includes results of surveys of 3,645 10th and 12th graders in 65 Washington high schools. The test resulted in six draft reports on student plans for work and college, employment-related coursework, special students, extracurricular activities, knowledge of post-high school funding programs, and family influences. The researcher concludes that the case study did not show whether management consulting was more or less cost effective than normal evaluation in WSPI, because of a lack of controls for comparison. A postscript by WSPI's director of testing and evaluation, Dr. Alfred Rasp, is attached. Also provided in appendices are the six draft reports. (RW)

ED 225 262 EA 015 290

Emory, Ruth

Institutionalization: How Can We Continue Good Practices and Functions When Funding Ends? Part I: A Synthesis of Findings.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—1 Oct 81

Contract—400-80-0105

Note—70p.; Prepared for the Northwest Regional Exchange Advisory Board. For a related document, see EA 015 291.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adoption (Ideas), *Change Strategies, *Educational Change, *Educational Innovation, *Educational Research, *Elementary Secondary Education, *Information Dissemination, *Information Utilization, *Postsecondary Education, *School Organization

Identifiers—*Institutionalization (of Innovations)

Prepared for a meeting of the Northwest Regional Exchange (NWRx) Advisory Board and its staff and consultants, this document first reviews nine reports' findings on nine hypotheses concerning the institutionalization of educational change or innovation, especially as institutionalization relates to the dissemination functions of state organizations in NWRx. For each hypothesis, supporting statements are provided from three or more of the reports. The nine hypotheses concern the role in institutionalization of the following incorporation or routinization of a project, a project's base of support and flexibility, location of administration, administrator involvement, contacts with influential persons and the public, leadership quality and type, relationship to current practices and values, political environment and funding changes, and training of practitioners in the new function. The document then summarizes each of the nine reports. The reports include a theoretical model of institutionalization, a practitioner handbook, studies of innovations' institutionalization in urban bureaucracies and in a U.S. Marine Corps human relations program, and five studies of federally funded educational projects, involving the Elementary and Secondary Education Act, vocational education, reading, the Research and Development Utilization Program, state education agencies' roles in dissemination, and 250 Massachusetts projects. (Author/RW)

ED 225 263 EA 015 291

Emory, Ruth

Institutionalization: How Can We Continue Good Practices and Functions When Funding Ends? Part II.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—1 Oct 81

Contract—400-80-0105

Note—45p.; Prepared for the Northwest Regional Exchange Advisory Board. One chart may not reproduce due to small print of original document. For a related document, see EA 015 290.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Adoption (Ideas), Educational Change, Educational Innovation, Elementary Secondary Education, Financial Support, *Government Role, *Information Dissemination, *Information Utilization, Postsecondary Education, *State Government, State-wide Planning

Identifiers—*Institutionalization (of Innovations)

Based on the conference for which the related document (EA 015 290) was prepared, this document reports the discussions and results of the meeting of the Northwest Regional Exchange (NWRx) Advisory Board with its staff and several consultants on the problem of how to institutionalize dissemination functions in the region's states—that is, how to incorporate state dissemination plans and programs into a state's ongoing business. Chapter 1 of the report covers the discussions of four classes of issues: (1) working with organizations toward institutionalization of dissemination plans, (2) continuing efforts to institutionalize particular dissemination projects, (3) funding and marketing problems related to institutionalization, and (4) role taking by administrators and agencies in the institutionalization of dissemination plans. For each class

of issue, the report presents related hypotheses from EA 015 290, hypotheses generated by the discussions, and related ideas from a conference talk by Adrienne Banks. Chapter 2 summarizes the statements by NWRx member states on what each will do after the conference. A matrix for planning for institutionalization is given in chapter 3. Three appendices provide the text of Banks' talk, notes from conference discussion groups, and a clarification of the terms "permanent systems" and "temporary systems". (Author/RW)

ED 225 264 EA 015 292

Invited Papers on Privacy: Law, Ethics, and Technology.

American Bar Association, Washington, D.C.; American Federation of Information Processing Societies, Montvale, N.J.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—82

Grant—NSF-OSS-7924514

Note—35p.; Papers presented at the National Symposium on Personal Privacy and Information Technology (October 4-7, 1981). For related document, see EA 015 371.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Confidentiality, Data Collection, Disclosure, Ethics, Information Processing, *Information Services, Information Utilization, Laws, *Legal Problems, *Privacy, *Technology

These four papers were presented as background at a national symposium exploring the relationships among law, ethics, and technology as they relate to the individual's informational privacy. George B. Trubow's "The Development and Status of 'Informational Privacy' Law and Policy in the United States" discusses privacy as it relates to the collection, use, or disclosure of personal information. Trubow covers relevant common law and court decisions, fair informational practices, federal and state privacy laws, and eight questions about privacy that need resolution. Alfred R. Louch's "Morality and Privacy" ponders the philosophical, social, and moral bases of the concept of privacy. Fred W. Weingarten's "Information Technology and Privacy Trends in Products and Services" surveys likely developments in information technology over the next decade that will probably affect individual privacy. Weingarten identifies more than 14 trends in technological developments and in their effects at the individual level, at home, at work, and in broader social services. Finally, in "A Taxonomy for Privacy," Willis H. Ware proposes a framework within which to consider privacy litigation and legislation. Ware discusses the concepts of physical, visual, aural, and recordkeeping space and suggests defining "invasions" of these spaces rather than defining privacy itself. (Author/RW)

ED 225 265 EA 015 293

Wiles, Jon Bondi, Joseph

Comprehensive School Planning: Bringing Order to School Change in the 1980's.

Pub Date—20 Mar 82

Note—15p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Anaheim, CA, March 20-23, 1982). Not available in paper copy due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Development, Curriculum Problems, Decentralization, Democratic Values, Educational History, Educational Objectives, Elementary Secondary Education, *Leadership, *Long Range Planning

American public education is in trouble but educators have no long-term plan of action, are not thinking comprehensively, and are ignoring lessons of the past. A review of events since Sputnik (1957) reveals several lessons. From 1957 to 1963 national curriculum programs and isolated school experiments were introduced but did not take hold. In the 1963-73 period, the chase for federal categorical grants led to fragmentation and the loss of curriculum supervisors. From 1973 to 1978 retrenchment and new management methods caused loss of curriculum specialists and further curriculum drift. Most recently (1978-82), continuing retrenchment and political and financial crises have produced a

dull and valueless curriculum and no curriculum leadership. Leaders now are concentrating on short-term, not long-term, solutions. Curriculum leaders, moreover, have forgotten the central role of democratic values in the schools' purpose, forgotten how to lead, and forgotten curriculum methodology. Three steps need to be taken. First, schools' purposes—what they are for and whom they serve—must be clarified. Second, educators must make long-term commitments to change and to planning for program implementation. Finally, school organization must be decentralized and curriculum developers returned to the building level. (Author/RW)

ED 225 266 EA 015 294

Sherman, Douglas R.

Space Management: Promising Potentials through a Comprehensive Information Data Base.

Pub Date—27 Sep 82

Note—8p.; Paper presented at the Annual Meeting of the Council of Educational Facility Planners, International (59th, Columbus, OH, September 26-29, 1982).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Graphics, *Computer Oriented Programs, *Databases, Educational Facilities Planning, Elementary Secondary Education, Facility Case Studies, *Facility Inventory, Facility Utilization Research, Higher Education, *Management Information Systems, *School Space, Space Classification, Space Utilization

Comprehensive facility management databases designed by the Facility Management Institute of Ann Arbor (Michigan) have three major sections or "files": the space inventory file, the property control file, and the building and grounds file. The first two are alpha-numeric in design, while the third is essentially a graphic file. The space inventory file is far more extensive than most current inventories and provides detailed information ranging from room characteristics through information on the occupants and their use of the space. The property control file is essentially outside the purview of normal space management, since it deals only with property control. The building and grounds file has, as its most significant element, a computerized record of both maps and site plans as well as building plans. This computerized approach permits the actual design of renovations on the computer. The savings appear to justify the costs of the system by permitting: (1) more appropriate space assignments, (2) reduced space redundancy, (3) improved space forecasting, (4) identification of sloppy management practices, (5) better bidding on renovation projects, and (6) improved maintenance and custodial care controls. (MLF)

ED 225 267 EA 015 295

Bellott, Fred K.

Understanding Stress.

Pub Date—Mar 82

Note—12p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Atlanta, GA, March 27-31, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrators, Burnout, Check Lists, Job Performance, Organizations (Groups), Self Evaluation (Individuals), *Stress Variables

Identifiers—*Stress (Biological), *Stress Management

Stress affects everyone in his/her work and everyday life. Some persons are more effective when they are under a certain level of stress, but there are limits to the amount of stress under which one can perform effectively. Competition within complex organizations today is a risk factor not often recognized by the organizations. All organizations are vulnerable to stress, not only at the executive level but, especially, at the middle-management level. Many organizations have undertaken stress management programs, involving such techniques as physical exercise, recreation, and compulsory vacations. Stress can arise from happy occasions as well as negative ones. Because one cannot avoid stress, administrators should try to manage the stressors that occur and minimize their negative effect. When one is under pressure, minor hassles—such as a family member's health, home maintenance work, or misplacing things—can become major problems.

One form of stress is burnout, which happens when aspirations and expectations are thwarted and one becomes depressed and used up. Burnout can be combated by acknowledging and accepting the way the world is. Self-awareness and monitoring of oneself are also necessary to avoid burnout. Three stress checklists are attached as self-assessment instruments. (Author/RW)

ED 225 268

EA 015 300

Bailey, Stephen K.

The U.S.-Australia Education Policy Project: Implications for American Educational Policy.

Pub Date—81

Note—29p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Educational Equity (Finance), *Educational Policy, Education Work Relationship, Elementary Secondary Education, *Equal Education, *Faculty Development, Federal Government, Foreign Countries, Gifted, *Governance, Government School Relationship, Postsecondary Education, *Private School Aid, Rural Education, School District Autonomy, Vocational Education

Identifiers—*Australia

A review of papers produced by the United States-Australia Education Policy Project identifies implications of Australia's educational policies and structures for U.S. educational policy in the areas of equality, diversity, professional development, and control or governance. In educational equality the author examines, first, fiscal equity, noting Australia's higher level of financial equity and the central role of the Australian Schools Commission; second, decentralized implementation of national policies in Australia; and, third, America's problems in coordinating education and work. Under the issue of diversity, the author discusses public aid to nonpublic schools, which is far larger in Australia, and religious and demographic problems in schools. Also covered under this issue are education for the gifted (in disarray in both countries) and rural education technology and software. The section on professional development describes the confused state of U.S. policy on both the federal and state levels. In considering educational control, the paper contrasts the two countries' political systems and notes both nations' shift toward less centrality in educational governance. The author concludes with eight brief suggestions for U.S. education regarding the Australian Schools Commission, local control over national programs, minority vocational education, religion, gifted and rural education, professional development, and educational policy-making. (RW)

ED 225 269

EA 015 302

Crandall, David P. Loucks, Susan F.

Preparing Facilitators for Implementation: Mirroring the School Improvement Process. A Study of Dissemination Efforts Supporting School Improvement.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Pub Date—Mar 82

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Agents, Change Strategies, Educational Change, *Educational Improvement, Elementary Secondary Education, *Program Implementation, *Social Support Groups, *Training, Training Methods

Identifiers—*Facilitators

A review of five of their own research findings suggests (to the authors) four strategies for preparing facilitators to help implement school improvement programs. "Facilitators" are people who support teachers in implementing new classroom practices, and can include principals, district staff, or external providers of support. The five findings concern fitting preparation to needs, commitment, training specific to new practices, posttraining follow-up, and the variety of people who play facilitating roles. In-depth discussion of each finding, based on personal experience, shows that (1) different intentions or needs require different preparations or

training, so that facilitators with more to learn will require more extensive training; (2) commitment to a new practice is a precursor to success; (3) training should be specific to facilitator roles and skills and should include actual facilitating; (4) followup assistance for facilitators is needed, including coaching and resources; and (5) facilitators should be aware of where best they can facilitate, given their official role in the system. The four strategies suggested for facilitator development would apply for different situations and tasks. They include facilitator selection, formal facilitator training, development of support systems (such as principals' centers), and networking to provide assistance. (RW)

ED 225 270

EA 015 304

Commodity Administrative Manual. Public and Private Schools.

California State Dept. of Education, Sacramento. Pub Date—[82]

Note—143p.; Portions of document may not reproduce due to marginal legibility and small print of original document. Compiled by the Office of Surplus Property, Commodities Section.

Available from—Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$11.00 prepaid; purchase orders other than from California state agencies must be accompanied by check).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Day Care Centers, Elementary Secondary Education, *Federal Regulation, *Food, Preschool Education, Private Schools, Public Schools, Recordkeeping, Records (Forms), *State Federal Aid, *State Standards

Identifiers—*Food Distribution Programs, *Rules and Regulations

This manual was developed for agencies receiving food commodities distributed to eligible schools and noneducational organizations by the U.S. Department of Agriculture (USDA) through the California State Department of Education's Office of Surplus Property. It covers rules, regulations, and forms for recipients who are public or private schools or child-care programs. Fifteen sections cover (1) guidelines for schools, including eligibility for participation and allowable uses of the food; (2) child-care agencies' eligibility and means of participating; (3) procedures for ordering food through the regular commodities offerings every 2 months; (4) procedures for delivery and receipt of commodities; (5) commodity storage and use directions; (6) inventory control methods; (7) locations of the program's California warehouses; (8) procedures for agreements with food processing companies to process the commodities; (9) relationships with food service management companies; (10) guidelines for food losses; (11) future policy memoranda; (12) regulations "reporter"; (13) directory of California commodity program personnel; (14) 13 commodity program forms and guidelines, including distribution agreements, food storage guides, and inventory forms; and (15) copies of relevant USDA regulations. (RW)

ED 225 271

EA 015 305

Thomas, Margaret A. Reese, Susan J.

Making Programmatic Decisions during a Time of Fiscal Retrenchment: The Case of Related Services for Handicapped Youth.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Education, Washington, DC.

Report No.—RAND-N-1881-ED

Pub Date—Jul 82

Contract—300-79-0522

Note—65p.

Available from—Publications, Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (\$7.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Problems, Agency Cooperation, Coordination, *Disabilities, Early Childhood Education, Elementary Secondary Education, Federal Regulation, Financial Problems, Problem Solving, *Pupil Personnel Services, *Retrenchment, Services, *Special Education, State Aid, *State Programs, Tables (Data)

Identifiers—Multistate Surveys, Public Law 94 142 To investigate fiscal retrenchment effects on states' related services for handicapped youth and to

help evaluate Public Law (PL) 94-142 regulations, researchers conducted 120 telephone interviews with state education agency staff in charge of related services and with other educators and citizens in 16 states representing different geographical regions, proportions of special needs populations, educational revenue sources, and levels of interest in special education. "Related services" are corrective, developmental, or supportive services to assist handicapped youth in special education, such as speech therapy or counseling. The researchers sought to discover how related services are provided, what strategies are used to manage service-delivery problems, and what the future of related services is. Interview results are presented in three sections. The first section notes PL 94-142's effects on state programs and related services and lists problems in services delivery, including economic and financial shortages, institutional and political constraints, and lack of interagency coordination and communication. The second section describes seven strategies used to manage these problems, such as interagency agreements and cost-sharing arrangements. The third section discusses factors curtailing or favoring related services in the future. An appendix outlines other types of agencies and federal programs providing related services. (RW)

ED 225 272

EA 015 306

Grant, W. Vance Eiden, Leo J.

Digest of Education Statistics, 1982.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-82-407

Pub Date—82

Note—236p.; Some charts may not reproduce in paper copy due to small print of original document. For a related document, see ED 202 085 and EA 015 536.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00153-5).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Academic Achievement, Adult Education, Degrees (Academic), *Educational Finance, Educational Television, Educational Trends, Elementary Secondary Education, Employment Patterns, *Enrollment, Federal Programs, Income, *Institutional Characteristics, Intellectual Disciplines, Libraries, National Norms, Postsecondary Education, Preschool Education, Private Schools, Public Schools, *School Demography, School Funds, *School Statistics, Student Characteristics, Tables (Data), Teacher Characteristics, Vocational Education

In 6 chapters, 180 tables, and 10 figures, this document provides large amounts of statistical data on most aspects of U.S. education, both public and private. The chapters cover (1) all levels of education, (2) elementary and secondary education, (3) two- and four-year colleges and universities, (4) adult and vocational education, (5) federal programs for education and related activities, and (6) special studies and statistics related to education. The data are chiefly for the 1970's up through 1982, but historical data from as far back as 1869 are provided. Among the variables included are enrollment, number of schools, school districts, instructional level, public or private control, retention rates, educational attainment, race, sex, age, state, socioeconomic status, literacy, educational finance (including income, expenditures, and federal, state, and local funding), student transportation, teachers, salaries, subject areas, foreign languages, urban schools, special education, high school graduates and dropouts, preprimary education, higher education degrees, financial aid, vocational education, personal income, property values, federal outlays and programs, occupation and industry, labor force status, international education, educational television, and libraries. A short introduction points out major findings, while each chapter has brief overviews of significant trends. An index is included. (RW)

ED 225 273

EA 015 307

Mazzarella, Jo Ann

Instructional Leadership: Profile of an Elementary School Principal.

Oregon School Study Council, Eugene.

Pub Date—Nov 82

Note—32p.

Available from—Publications, Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 (\$4.00; quantity

discounts).
Journal Cit.—OSSC Bulletin; v26 n3 Nov 1982
Pub Type—Collected Works - Serials (022) —
Opinion Papers (120) — Reports - Descriptive
(141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Administrator Role, Coordination, *Curriculum Development, Discipline, Educational Environment, Educational Quality, Elementary Education, Faculty Development, *Principals, Problem Solving, Resource Allocation

Identifiers—*Instructional Leadership

Identifying an instructional leader as a principal who engages in activities that significantly affect the learning that goes on in the school, this article profiles an elementary school principal recognized by the Oregon Association for Supervision and Curriculum Development as one of the state's most effective instructional leaders. The author examines in detail how one principal practices instructional leadership on a day-to-day basis in a small elementary school. The components of instructional leadership examined are taken largely from an October 1982 article by Daniel Duke setting forth his view of the principal's role in promoting instructional effectiveness. Discussed are staff development (including staff selection, teacher supervision, and teacher evaluation), instructional support activities (including discipline, instructional organization, and backing teachers), quality control, obtaining resources, coordination, troubleshooting, and school climate. The author uses extensive quotes from the principal, teachers, and central office administrators to show how this principal conducts instructional improvement activities in the school. (Author/JM)

ED 225 274 EA 015 308
Sweet Grass Elementary School: A Study in Energy Conservation. Energy Conservation: School Design.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.; Edmonton Public Schools, Alberta.

Pub Date—Dec 81

Note—53p.; For a related document, see ED 182 866.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Air Flow, *Cost Effectiveness, *Educational Facilities Design, Electrical Systems, Electronic Control, Elementary Education, *Energy Conservation, Facility Case Studies, Foreign Countries, *Fuel Consumption, Graphs, Heating, Lighting, Mechanical Equipment, Tables (Data), Thermal Environment

Identifiers—*Alberta

The results of building a new school in Edmonton (Alberta) in accordance with energy efficient principles are described in this report, the third and last in a series describing three projects utilizing different approaches to energy conservation. The Sweet Grass Elementary School project consisted in designing, building, and monitoring an energy efficient school. The design had to be consistent with available materials and construction methods reasonably priced. A summary of earlier reports outlines how computer simulations aided in establishing the building's design parameters. The methods of monitoring and problems encountered in making an accurate survey of the energy used are discussed, followed by a lengthy description of the mechanical systems and their operation. Problems encountered in both the mechanical systems and their operation are outlined. A short discussion is given on the reactions of the school occupants. Tables and graphs show the actual meter readings outlining energy consumption, weather, and usage factors, and show the relationship between these factors and the actual energy consumed. The school used less than half the energy used by other schools of similar size in the same locality. Calculations bear out a relatively short payback period, based on present forecasts of energy costs and increases, of under 11 years. (MLF)

ED 225 275 EA 015 309
Manatt, Richard P.
Teacher Performance Evaluation—Practical Application of Research.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education.

Spons Agency—Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.; Northwest Area Foundation, St. Paul,

Minn.

Report No.—SIM-OP-82-1

Pub Date—Jan 82

Note—22p.; A School Improvement Model project publication; For related documents, see EA 015 310-314.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, Classroom Observation Techniques, Conferences, Educational Research, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Lesson Observation Criteria, Planning, Reports, Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement

Identifiers—School Improvement Model

Described in this article are the Teacher Performance Evaluation materials and techniques that are part of the School Improvement Model project, which endeavors to improve teacher and administrator performance with the ultimate goal of improved student learning. According to the author, this project utilizes new teacher evaluation technology arising from recent research, including protocol materials created for the Georgia Assessment Project, a multicultural workshop videotape series developed by the Urban Schools Cooperative, and a workshop developed by the Association for Supervision and Curriculum Development. After briefly describing current educational research, the author then lists research-based recommendations to improve teacher performance evaluation. Offered are a list of steps to take in teacher evaluation, a sample list of evaluation criteria and a response mode, criteria for lesson analysis, a preobservation conference checklist, two approaches to classroom observation, recommendations regarding planning for the observation, and tips on the conduct of the appraisal interview. The author offers recommendations for writing the evaluation report, based not on research but on his own experiences. Finally, recommendations for setting job improvement targets are given. Companion documents list teacher evaluation performance areas, criteria, descriptors, and response modes used in the project. (Author/JM)

ED 225 276 EA 015 310

Walker, Retia Scott

The School Improvement Model: Tailoring a Teacher and Administrator Performance Evaluation System to Meet the Needs of the School Organization.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education.

Spons Agency—Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.; Northwest Area Foundation, St. Paul, Minn.

Report No.—SIM-OP-82-3

Pub Date—Feb 82

Note—17p.; A School Improvement Model project publication; For related documents, see EA 015 309-314.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Evaluation, Boards of Education, Citizen Participation, Committees, Educational Philosophy, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Performance, Records (Forms), School Districts, Student Participation, *Teacher Evaluation, Teacher Participation

Identifiers—School Improvement Model

Described here are the planning and development stages of the Teacher Performance Evaluation (TPE) system and the Administrator Performance Evaluation (APE) system that are components of the School Improvement Model project undertaken by schools in Iowa and Minnesota. One goal is an evaluation system tailored to fit the needs of the school district, supported by the board of education, planned with board representation, and congruent with the district's instructional goals and philosophy. A multistage process is described. First a steering committee is organized, representing teachers, administrators, citizens, board members, and secondary students. This committee determines scope and sequence of the system, identifies district needs, manages the timeline, and communicates with the board, superintendent, and staff. Subcommittees are appointed on philosophy and objectives, performance areas and criteria, operational procedures, forms and records, and system testing. The products

of these committees are then used to develop the TPE system, including philosophy, performance areas and criteria, the evaluation cycle, and monitoring and measurement documents, and the APE system, including philosophy, performance factors, job descriptions, and lists of critical job activities. Then all components are field tested. (Author/JM)

ED 225 277 EA 015 311

Fruden, Sally Manatt, Richard P.

Lesson Analysis: The Neglected Key to Teacher Performance Evaluation.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education.

Spons Agency—Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.; Northwest Area Foundation, St. Paul, Minn.

Report No.—SIM-OP-82-5

Pub Date—Jun 82

Note—23p.; A School Improvement Model project publication; For related documents, see EA 015 309-314.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Classroom Observation Techniques, Elementary Secondary Education, Evaluation Methods, *Lesson Plans, Management Development, Measurement Techniques, Rating Scales, *Teacher Evaluation

Identifiers—Teacher Instructional Plans Materials

Assess Scale
This School Improvement Model study examined the efficacy of three methods to improve administrator judgments of teacher performance: the preliminary perusal of teacher lesson plans, the use of lesson plan evaluation instruments, and the use of low inference (as opposed to high inference) lesson plan evaluation methods. Subjects included 529 administrators and teachers involved in professional improvement programs in 1980. Materials used were taken from the Georgia Teacher Assessment Project. Three groups of subjects were given lesson plans to study; one of these groups was also given a high inference lesson plan evaluation instrument supplying no descriptors for assigning ratings; another of the three groups was given a low inference lesson plan evaluation instrument supplying specific descriptors to assist in rating. A fourth group was given only a journal article to read as a placebo. All groups were asked to rate videotapes of teachers performing the lesson. It was found that, although low inference rating scales improved ability to assess lesson plans, preliminary study and assessment of lesson plans was not generally correlated with more accurate evaluation of teacher performance. Researchers concluded that administrators need additional training in assessing effective teaching materials and plans. The Teacher Instructional Plans and Materials Assessment Scale is included. (Author/JM)

ED 225 278 EA 015 312

Manatt, Richard P.

The School Improvement Model: A Scenario for Operational Status, 1983-1984.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education.

Spons Agency—Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.; Northwest Area Foundation, St. Paul, Minn.

Report No.—SIM-OP-82-6

Pub Date—Jun 82

Note—10p.; A School Improvement Model project publication; For related documents, see EA 015 309-314.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administrator Evaluation, Cost Effectiveness, Elementary Secondary Education, *Improvement Programs, Program Costs, Staff Development, Teacher Evaluation, *Teacher Improvement

Identifiers—*School Improvement Model

The School Improvement Model project, a total systems approach to evaluating and improving instruction, will be fully implemented by 1983-84. The project includes four components: teacher performance evaluation, administrator performance evaluation, student achievement measurement, and staff development. Five school districts in Minnesota and Iowa are participating. The years 1981-82 and 1982-83 were designated for development of teacher and administrator performance appraisal systems and student criterion-referenced

and norm-referenced tests. Staff development programs centering on improved instruction and learning have been selected by each school district independently. These activities include essentials of effective teaching, teacher expectations for student achievement, classroom management, time-on-task, and cooperative learning. Finally, the costs of teaching reading and mathematics in target grades were analyzed, as were the costs of the project's evaluation and staff development activities. The year 1982-83 has also been designated for teacher and administrator training, both for improved teaching and for project implementation. In September 1983 pretesting of students will begin and demographic data and data on school characteristics and climate will be obtained. Then teacher and administrator evaluation will be accomplished. Finally, all data will be used to correlate student achievement with changes in instructional performance stemming from the intervention. (Author/JM)

ED 225 279 EA 015 313

Blackmer, Dianne And Others

A Matrix of Teacher Performance Areas and Criteria Selected by the School Organizations in the School Improvement Model (SIM) Project for Use During the 1981-82 School Year. A Report.

Iowa State Univ. of Science and Technology, Ames. Spons Agency—Northwest Area Foundation, St. Paul, Minn.

Report No.—SIM-81-1

Pub Date—81

Note—35p; For related documents, see EA 015 309-314.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavioral Objectives, Classroom Techniques, Elementary Secondary Education, *Evaluation Criteria, *Performance Factors, Teacher Behavior, Teacher Characteristics, *Teacher Evaluation, Teaching Methods, Teaching Skills

Identifiers—*School Improvement Model

Teacher performance areas, criteria for evaluating them, and specific descriptors of behavior satisfying each criterion are supplied in this document. Performance areas and criteria for teacher evaluation were selected by the five school districts participating in the School Improvement Model project. The teacher performance areas selected for evaluation include productive teaching techniques; organized, structured class management; provision of student intellectual stimulation; maintenance of positive interpersonal relations; desirable out-of-class behavior; personal attributes; and knowledge of child growth and development. Under each performance area, each school district's criteria for evaluation are listed. For example, under productive teaching techniques, criteria include communication ability, ability to motivate students, and ability to utilize a variety of teaching techniques. Under each criterion, in turn, the descriptors used to assess its fulfillment are listed. For example, under communication ability are listed 11 descriptors, including such statements as the following: The teacher summarizes effectively; the teacher gives clear, concise, and reasonable assignments; and the teacher speaks clearly. A subsequent companion document (Publication 81-2) contains the project's prototype performance areas and criteria, as well as response modes (checklists for rating teacher performance), including performance standards, but lacks the specific behavior descriptors supplied here. (JM)

ED 225 280 EA 015 314

Blackmer, Dianne And Others

School Improvement Model Teacher Performance Criteria with Response Modes and Standards. A Report.

Iowa State Univ. of Science and Technology, Ames. Spons Agency—Northwest Area Foundation, St. Paul, Minn.

Report No.—SIM-81-2

Pub Date—81

Note—24p; For related documents, see EA 015 309-313.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, Check Lists, Classroom Techniques, Elementary Secondary Education, Evaluation Criteria, *Performance Factors, Rating Scales, Teacher Behavior, Teacher Characteristics, *Teacher Evaluation,

Teaching Methods, Teaching Skills

Identifiers—*School Improvement Model

Teacher performance areas, criteria for evaluating them, and response modes (checklists for rating teacher performance) are supplied in this document, a prototype developed for the School Improvement Model (SIM) project. Teacher performance areas selected for evaluation include productive teaching techniques; organized, structured class management; provision of student intellectual stimulation; maintenance of positive interpersonal relations; and desirable job-related behavior. Under each performance area, suggested criteria for evaluation are listed. For example, under productive teaching techniques, criteria include communication ability, ability to motivate students, and ability to utilize appropriate teaching techniques. Next to each criterion is a "response mode" consisting of a checklist displaying a continuum of levels of performance ranging from the lowest level (behavior not observed), to a standard level of performance, to one level above standard. A preceding companion document (Publication 81-1) lists performance areas and criteria actually selected by the five school districts participating in the SIM project, as well as specific descriptors of behavior satisfying each criterion, but lacks the response modes supplied here. (JM)

ED 225 281 EA 015 315

Manatt, Richard P.

Evaluating and Improving Teacher Performance.

Pub Date—82

Note—108p; Portions of this document may reproduce poorly or not at all due to marginal legibility and small print of original document.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Role, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Interviews, Rating Scales, Records (Forms), Teacher Characteristics, Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement

This workbook, coordinated with Manatt Teacher Performance Evaluation (TPE) workshops, summarizes large group presentation in sequence with the transparencies used. The first four modules of the workbook deal with the state of the art of evaluating and improving teacher performance; the development of the TPE system, including selection of criteria and performance areas; a method to analyze the current teacher evaluation skills of an appraiser; and how to conduct an appraisal interview. The next four modules deal with the cycle of preobservation conference, observation, and postobservation conference, including preobservation questions and an observation guide; methods for dealing with the nonproductive teacher; methods for giving negative feedback in a positive way; and effective teaching behaviors identified by research. The next four modules contain exit tips summarizing the workshop; an article on using effectiveness research in teacher evaluation; the writing of job improvement targets for teacher performance evaluation, including a job targets worksheet; and sample evaluation materials, including forms, checklists, a sample evaluation report, sample letters, and a sample teacher job description. Many pages in the workbook contain space for personal notes. (JM)

ED 225 282 EA 015 316

Augenblick, John McGuire, C. Kent

Tuition Tax Credits: Their Impact on the States Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ECS-F82-4

Pub Date—Oct 82

Contract—400-80-0042

Note—48p.

Available from—ECS Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 (\$4.00).

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Federal Legislation, Geographic Regions, Private School Aid, Program Costs, *Resource Allocation, *State Federal Aid, *Tax Credits, *Tuition Identifiers—*States (Geopolitical Regions)

In an attempt to discover how regional differences result in variations in the benefit patterns of federal programs, this booklet examines how education tax credits would be distributed across states. Using a

simulation model, alternative tax credit structures are examined and their regional distribution is compared to the current distribution of federal aid for elementary and secondary schools. What is shown is that some regions would benefit to a far greater extent than others, that private schools could possibly receive more federal support on a per pupil basis than public schools, and that the structure of the credit affects the level and distribution of benefits. (Author/JM)

ED 225 283 EA 015 317

Harper, Mary-Angela

Developing Performance Excellence in Catholic Educational Policymaking. A Handbook of Training Programs.

National Catholic Educational Association, Washington, D.C.

Pub Date—82

Note—80p; For related document, see ED 196 141.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Boards of Education, *Catholic Schools, Committees, Conferences, Elementary Secondary Education, *Inservice Education, Orientation Materials, Policy Formation, *Training Methods, Workshops

Identifiers—*Ascent to Excellence in Catholic Education, Questions

Designed for boards of education of Catholic schools, this handbook presents a comprehensive and ongoing program of board development made up of preservice and inservice education activities. Six components of such a program are presented: (1) new membership orientation, (2) inservice education integrated with regularly scheduled meetings, (3) independent study activities, (4) an annual workshop and retreat, (5) inservice to fill the specific needs of standing committees, and (6) diocesan-wide congresses. The guide presents general guidelines for inservice and then, for each type of inservice program, presents a model program including specific reading and taped materials, discussion points, and topics for oral presentations. For workshops and conferences, a complete model hour-by-hour schedule is offered. Material from the publication "Ascent to Excellence in Catholic Education" is used extensively in the preservice and inservice activities. An appendix contains discussion questions for annual retreat workshops and committee meetings. (Author/JM)

ED 225 284 EA 015 318

Minicucci, Catherine

Factbook for School Finance Information. Volume I.

California School Boards Association, Sacramento.

Pub Date—82

Note—73p; Some figures may reproduce poorly due to small print of original document.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Categorical Aid, Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Federal Aid, *Financial Support, Income, *School Demography, *State Aid, Tables (Data)

Identifiers—*California, Proposition 13 (California 1978)

As an aid for California school board members, school administrators, and citizens, this handbook provides data on California public schools and an explanation of California school finances. Chapter 1 contains facts about the state's schools and school districts, including size, demography, student population distribution by county, attendance trends, and school spending. In chapter 2, California is compared with other states in terms of per capita income and school expenditures, state and local school spending, teachers' salaries, and student performance on national tests. Chapter 3 describes recent changes in California educational equity, covering the Serrano cases on educational equity, Proposition 13 involving tax limitations, legislative actions on these issues, state and federal categorical aid, and the impacts on school finance levels. Chapter 4 is a basic primer on California school finance, discussing revenue limits and state and federal aid. Changes in state revenue sources are examined in chapter 5. In chapter 6, three private economists comment on California's economic outlook, federal policies, and the implications for school finance. Appendices include a glossary of 63

California school finance terms and an overview of the factors affecting schools, including demographic changes and television. An index is attached. (Author/RW)

ED 225 285 EA 015 319

Noggle, Vernon R.
Do Something, Even if It's Wrong! An Approach to Better Management and Planning in Public Schools through a Systematic Approach to Improvement of Basic Skills.

Pub Date—Jan 82

Note—22p.; Paper presented at the Annual Meeting of the American Association of School Administrators (114th, New Orleans, LA, February 26-March 1, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Problems, *Administrator Responsibility, Basic Skills, *Competency Based Education, Decision Making, Educational Administration, Educational Trends, Elementary Secondary Education, Futures (of Society), Participation, Problem Solving, Program Development

Maintaining that lack of action is one of the biggest errors school managers make, this author describes development of competency based education (CBE) programs as one example of how action can be taken by identifying a problem area and systematically approaching it. He defines CBE programs as those involving identification of basic skills, a student testing device, minimum performance levels, and promotion or graduation performance requirements. He advocates CBE for educating students for the world of the future, partly because it provides a foundation upon which training and retraining can rest. The author also holds that by developing a CBE program, a school district is announcing that it cannot teach everything and that it will concentrate on the most important curricular core. He then notes that CBE is only one pathway toward solving the problem of mass education and that, to solve this complex problem, we must dissect the task into manageable segments and deal with each component. The last quarter of the paper briefly describes the steps in starting a CBE program, including needs assessment, sharing the findings of needs assessment and gathering other opinions, evaluating other CBE programs, adapting the program to the district's own particular needs, and making sure that everyone is committed to the program. (Author/JM)

ED 225 286 EA 015 320

Goldstein, William
Supervision Made Simple. Fastback 180.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-180-5

Pub Date—82

Note—32p.; This Fastback is sponsored by the Valdosta State College Chapter (Georgia) of Phi Delta Kappa.

Available from—Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (\$7.5; quantity discounts).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, Check Lists, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Guidelines, *Job Performance, Observation, *Teacher Evaluation, *Teacher Supervision

To assist school administrators, this handbook discusses types of supervision and evaluation and suggests ways to assess teacher performance. After a brief introductory section, the handbook's second section addresses five "fictions" about evaluation, including that evaluations must be "objective" and annual, require direct observation and standard evaluation forms, and involve gathering hard "data." Eleven criteria for judging teacher performance are presented in the third section, involving such things as teacher ability with skills and concepts, English speaking and writing ability, expectations of student scholarship, variety of teaching methods, planning, classroom control, pedagogical principles, class results on achievement tests, cooperation with students and staff, handling of procedures and reports, and pursuit of professional growth. The following section discusses the uses and

abuses of evaluation checklists and sets forth the three components of narrative evaluation reports: comments on the meeting of objectives, descriptions of performance quality, and recommendations for improvement. The fifth section suggests 17 guidelines for supervision systems, classroom visits, supervisory conferences, and narrative reports. Among the guidelines are evaluating tenured and nontenured teachers differently, taking notes during visits, being sensitive to a supervisory conference's emotional context, and writing simple, direct reports. (RW)

ED 225 287 EA 015 321

Rankin, John C.
Lighting for Our Schools.

Pub Date—29 Sep 82

Note—39p.; Paper presented at the Annual Meeting of the Council of Educational Facility Planners, International (59th, Columbus, OH, September 26-29, 1982).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Color Planning, *Design Requirements, Elementary Secondary Education, Foreign Countries, Glare, *Lighting, *Lighting Design, Luminescence, *School Buildings, School Space, *Visual Environment, Visual Impairments, Windowless Rooms, Windows

Identifiers—Ontario

In this speech, the author traces the history of lighting in schools, discusses the variables affecting the amount of illuminance needed, and provides a table of illuminances recommended for Ontario schools. Other factors that affect vision—glare, veiling reflection, color, and brightness balance—are outlined. Planners are admonished to recognize the needs of visually handicapped students when planning school lighting. Following this is an explanation of the characteristics and uses of the three categories of lamps used in school lighting: incandescent; fluorescent; and high intensity discharge with its mercury, metal halide, and high and low pressure sodium types. The author then deals with windows and daylight, how to control sunlight, and designing for new schools. The relation between light and health and lighting for plant growth are briefly discussed. In closing, practices are listed to make the most of existing systems. (MLF)

ED 225 288 EA 015 322

Ewell, Yvonne A.
Rethinking Leadership Models: Perspectives of an Associate Superintendent in a Predominately Black Subdistrict.

Pub Date—20 Mar 82

Note—8p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Anaheim, CA, March 20-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Role, *Administrators, Disadvantaged Youth, *Educational Change, Elementary Secondary Education, *Employed Women, Leadership, Systems Approach

Women, especially black women, may be the primary "change agents" in institutions in the 1980s. Women in education should distinguish between women's equity and the need to reform educational institutions to equip them to serve urban, ethnically diverse populations. The crisis in American society and the inappropriateness of its educational, religious, and political institutions indicate the need to change the institutions and, in education, the need to purge such rationalizations for low achievement as low intelligence quotients (I.Q.) or low social class. Given education's need for leadership, as well as the reduction in the number of women administrators, women administrators in education need to have above-average sensibility (that is, perception of surrounding conditions) and need to see the systemic nature of education's problems. For 5 years the author's personal responsibility has been running the East Oak Cliff Subdistrict of the Dallas (Texas) Independent School District. The subdistrict has experienced improvement in achievement, discipline, and parent and community relations, and has used the assumptions that black and poor children can learn in a culturally pluralist, success-oriented instruction model. The subdistrict's programs are based on emphases involving school climate, skills mastery, and community outreach. (RW)

ED 225 289 EA 015 325

Kinder, J. A.
School Public Relations: Communicating to the Community. Fastback 182.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Spons Agency—Phi Delta Kappa, New York, N.Y.

Pub Date—82

Note—44p.

Available from—Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (\$7.5; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Guidelines, Mass Media, Organizational Communication, Parent School Relationship, Program Development, *Public Relations, *School Community Relationship, School Districts

To help school administrators, this handbook suggests guidelines for establishing a school public relations (PR) program and offers techniques used by schools to communicate with the community. The introductory section stresses the need for school PR, given recent political, financial, and demographic changes. The second section outlines a master PR plan, comprising a PR committee, a public opinion poll, and staff workshops on PR. The importance of being open with the media is emphasized in the third section, which also presents guidelines on working with reporters and writing news releases. The following section discusses written communications with parents (including single-parent families), conferences, and parent-teacher associations. The fifth section, concerning community elections, touches on ways to win school budget elections and provides ideas for working with the business community, citizen advisory groups, parents, senior citizens, students, and influence groups. Four success stories about school PR are presented in the sixth section, involving public school systems in Dallas (Texas), Utica (Michigan), Fairfax County (Virginia), and Jacksonville (Florida). The subsequent section describes the National School Public Relations Association. The handbook also includes a brief bibliography of school PR resources. (RW)

ED 225 290 EA 015 326

Morrell, James E. Price, Bonnie B.
Developing a Management System (AMOAS).

Muhlenberg School District, Laureldale, PA.

Pub Date—[82]

Note—57p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Evaluation, *Administrators, Elementary Secondary Education, *Job Performance, *Management by Objectives, Operational Information, Records (Forms), School Districts

Identifiers—*Administrative Management by Objective Appraisal Sys, *Muhlenberg School District PA

To evaluate their school management personnel, the Muhlenberg (Pennsylvania) School District adopted the Administrative Management by Objectives Appraisal System (AMOAS). Administrators are evaluated on the basis of objectives that they establish in conjunction with their immediate supervisor and on everyday job performance. Above satisfactory performance ratings entitle administrators to a higher salary. This report illustrates the school district's utilization of the AMOAS system. A list of management system benefits and pitfalls is followed by an AMOAS organizational chart and definitions. Also included in the report are criteria for setting objectives, instructions for AMOAS implementation, examples of several objectives, and a position guide for the assistant superintendent. Charts outline the compensation plan approved by the school board and the school district organization. Job evaluation criteria are provided along with a job evaluation sheet and a summary evaluation form. The application of AMOAS is illustrated by goals and action plans of six administrators and a performance review of one administrator. (MLF)

ED 225 291

EA 015 327

The Michigan Model Pilot: Increasing the Number of Female Administrators in Michigan Public Schools.

Michigan State Dept. of Education, Lansing.

Pub Date—Feb 82

Note—135p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrators, Change Strategies, Elementary Secondary Education, *Equal Opportunities (Jobs), Leadership Training, Models, Pilot Projects, Professional Development, Promotion (Occupational), Public Relations, Public Schools, *School Districts, *Sex Fairness, *Women Faculty

Identifiers—Michigan

The Michigan Model provides a 3-year plan for school districts to increase the number of women in administration. Nineteen objectives address six key role groups—three external to the school district (professional educational organizations, local community groups, and parent/community members) and three internal to the district (superintendent/central office staff, principals/directors, and teaching staff). This document, outlining the model, is organized according to the 19 objectives grouped under 8 components: leadership training, public relations, Title IX evaluation, policy, increased visibility, professional development, promotion/evaluation, and local planning. For each objective a table presents activities necessary to accomplish the objective, personnel and materials required, evaluation, and a timeline. In the appendices are a list of participants who developed the model, all timelines folded into a suggested 3-year implementation plan, and an abstract of the evaluation design and a copy of the evaluation instruments. (MLF)

ED 225 292

EA 015 328

Kritonis, William A.

A Proposal for Improving Administrative Preparation and Certification Programs.

Pub Date—82

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Characteristics, *Administrator Education, *Educational Administration, *Ethics, *General Education, Higher Education, Internship Programs, *Leadership Qualities, *Leadership Training, Moral Values, Organizational Theories

Administration is the process of working with and through others to efficiently accomplish organizational goals by planning, organizing, leading, and controlling. The basic skills required by an effective administrator are technical, human, and conceptual. A strong school administrator preparation and certification program resembles the classical liberal education model rather than a vocational school education model. Administrator preparation programs heavily oriented toward teaching the theory of administration along with a historical perspective will better equip and develop analytical and evaluating skills for the school administrator. Stipulations for the liberal education model are that: (1) preparation programs be university rather than field based; (2) internship experiences should be the culminating field-based experience; (3) state regulated courses and requirements should be kept to a minimum and be specified in only a general way; (4) state regulation should speak to qualitative and substantive standards and avoid programmatic details; and (5) programs developed by universities should be judged on intellectual integrity, ethics, and the ideals of educational leadership. (MLF)

ED 225 293

EA 015 329

Stout, Jerry B.

Providing Leadership in Educational Technology by Educational Service Agencies.

Pub Date—26 Feb 82

Note—8p.; Paper presented at the Annual Meeting of the American Association of School Administrators (114th, New Orleans, LA, February 26-March 1, 1982).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, Computer Assisted Instruction, *Computer Literacy, *Computer Oriented Programs, Disabilities, *Educational Technology, *Education Service Centers, Elementary Secondary Education, Information Systems, *Intermediate Administrative Units, *Leadership Training, Microcomputers, Special Education

Identifiers—*Carbon Lehigh Intermediate Unit PA
Modern educational technology can be used to enhance teaching and learning, improve administration and management, and improve the communication and information processes for all involved. The assistance educational service agencies can provide for local school districts range from providing information and technical assistance to establishing linkages between technology providers and the consumers. An example is the Carbon-Lehigh (Pennsylvania) Intermediate Unit's involvement with (1) a student tracking system; (2) a Guidance Information System that provides information about occupations, colleges, and financial aids; (3) project "Stay Smart," a model regional contingency plan that brought together existing educational delivery systems; (4) a microcomputer instructional program for gifted elementary students; (5) computer use in special education classrooms; (6) "Special NET," a computerized information system; and (7) teacher-made software. Since technology must be cost effective, needs assessment, planning, and provision of software and trained personnel should precede hardware purchases. (MLF)

ED 225 294

EA 015 330

Swadener, Marc

Projected Colorado Public School Enrollments to the Year 2000 [Including] Technical Report.

Colorado Univ., Denver. Board of Regents.

Pub Date—Jan 80

Note—85p.; Portions of document may reproduce poorly due to light, broken print of original document. For related documents, see ED 220 975-976.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Birth Rate, Elementary Secondary Education, Enrollment, *Enrollment Projections, *Enrollment Trends, Multiple Regression Analysis, *Population Trends, School Personnel, *School Statistics, Tables (Data), *Teacher Supply and Demand

Identifiers—*Colorado, Statistical Package for the Social Sciences

To project school enrollments and the associated need for teachers and other school personnel in Colorado, a research study utilized historical data from 1960-1978 to serve as the basis for the projections. Population, live birth, and school enrollment data were analyzed, using programs from the Statistical Package for the Social Sciences. The study projects that the population of Colorado can be expected to grow, on the average, between 1.4 percent and about 2.0 percent annually and that total school enrollment will generally increase over the period 1980-2000. The tables show the population, live births, live birth rate, and total school enrollment for the years 1960 through 1978 along with the percentage change in each from the previous year. These same categories are projected through the year 2000 with low and high estimates along with nonteaching certified personnel and classroom teachers needed for the period. Other tables show the grade level enrollment by year and projected grade level enrollment. The accompanying technical report describes the study, lists its limitations, and presents the methodology and the results of the study along with a discussion and a summary. (MLF)

ED 225 295

EA 015 333

Cunningham, Luvern L. Hentges, Joseph T.

The American School Superintendency, 1982. A Summary Report.

American Association of School Administrators, Arlington, Va.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date—82

Note—81p.; Some tables may reproduce poorly in paper copy due to small print of original document.

Available from—Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00826; \$8.95; quantity discounts).

Pub Type—Reports - Research (143) — Numeri-

cal/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, *Administrator Characteristics, Administrator Education, Comparative Analysis, Elementary Secondary Education, Employed Women, Intermediate Administrative Units, Minority Groups, National Surveys, School Districts, *Superintendents, Tables (Data)

Identifiers—School District Size

A survey of school district superintendents sought to gather data on a number of characteristics and compare the data with earlier surveys. From a random sample of 2,342 superintendents, stratified by district size, the researchers received 1,339 responses. The variables covered included superintendent age, sex, ethnic group, political affiliation, career history and experiences, discrimination problems, recruitment, mentors or networks, professional memberships, superintendency stress and self-fulfillment, rating of educational administration programs, and perceptions of status, standard of living, school boards' information sources, and participation by students, parents, and the community. Also covered were districts' urban or rural location, geographic region, staffing, and strikes. Part 1 of the report presents a profile of superintendents, using 29 tables and discussions of each topic area. Part 2 analyzes six themes revealed in the data, including the demanding nature of the superintendency, improved managerial and leadership capacities, board-superintendent tensions, movement away from equity concerns, financial crises, and accountability. Part 3 contrasts superintendents from districts of different sizes, women with men superintendents, and superintendents from intermediate units with all others, and compares the 1982 results with data from earlier surveys of superintendents in 1923, 1933, 1951, 1960, and 1971. (RW)

ED 225 296

EA 015 334

Selecting the Administrative Team. The Administrative Team Career Development Series, Book 1.

American Association of School Administrators, Arlington, Va.; National School Boards Association, Washington, D.C.

Pub Date—81

Note—141p.; For related documents, see ED 209 721 and EA 015 335.

Available from—Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00846; \$9.95; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Administrator Evaluation, *Administrator Selection, Board of Education Policy, Elementary Secondary Education, Employment Interviews, Equal Opportunities (Jobs), *Faculty Recruitment, Guidelines, Job Application, *Managerial Occupations, Occupational Information, Personnel Policy

As an aid for school district and building administrators, this handbook recommends ways to recruit, select, and employ new administrative personnel. Its information was gathered from members of the American Association of School Administrators, professional associations' leaders, and a literature survey. Following a brief introduction, the first chapter discusses planning the selection process, including reviewing board hiring policies (especially concerning women administrators and hiring from within) and establishing needs, a timetable, an organizational chart, responsibilities, and contract provisions. Chapter 2 offers suggestions on candidate recruitment, involving recruiting materials, job descriptions, application forms, and position announcements. Chapter 3 examines the selection process and discusses processing and screening applications, preparing for and conducting interviews, choosing finalists, and making the final selection. Steps in employing the new administrator are outlined in chapter 4, including seeking board approval, signing the contract, announcing the appointment, and closing out applicant files. Chapter 5 provides recruitment information, qualifications, relevant professional organizations, and sample job descriptions for 16 types of administrative positions, including the areas of personnel, communications, business, research, government programs, curriculum, and principals. Eight appendices present sample board policies, organizational charts, and information forms, as well as laws, regulations, and guidelines on hiring practices. (RW)

ED 225 297 EA 015 335

The Board's Role in Selecting the Administrative Team. The Administrative Team Career Development Series, Book 3.

American Association of School Administrators, Arlington, Va.; National School Boards Association, Washington, D.C.

Pub Date—81

Note—91p; For related documents, see EA 015 334 and ED 209 721.

Available from—Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00848; \$6.95; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Evaluation, *Administrator Selection, *Board of Education Policy, *Board of Education Role, Elementary Secondary Education, Employment Interviews, Equal Opportunities (Jobs), *Faculty Recruitment, Guidelines, Job Application, Managerial Occupations, Personnel Policy

As an aid for school board members, this handbook offers advice on selecting central-office and building administrators. The introduction discusses the board's role in administrator selection, lists 16 areas in which board policies are needed, and suggests criteria and information needed for board policies. Chapter 1 reviews recent changes in the educational administration team and describes 16 types of administrative positions, involving the areas of personnel, staff development, public relations, business, transportation, food service, buildings and grounds, energy, library and media services, research, community education, government programs, curriculum and instruction, pupil personnel services, and elementary and secondary principals. Chapter 2 explains four steps in hiring administrators. The steps involve (1) planning the selection process, including setting board policies, administrative needs, organizational arrangements, timetables, responsibilities, and contract provisions; (2) recruiting candidates, involving recruitment materials, application forms, and job descriptions and announcements; (3) selection, including application processing and screening, interviewing, and making the final choice; and (4) employing the new administrator. Eight appendices present sample board policies, organizational charts, and information forms, as well as guidelines, laws, and executive orders on hiring practices. (RW)

ED 225 298 EA 015 337

Birch, I. K. F.

Nonpublic Education in the United States of America and Australia: The Courts in Educational Policymaking.

Spons Agency—Harvard Univ., Cambridge, MA. Inst. for Educational Policy Studies; National Inst. of Education (ED), Washington, D.C.; Stanford Univ., Calif. Center for Educational Research at Stanford; University of Western Australia, Perth.

Pub Date—[81]

Note—37p; Produced in conjunction with, and partially funded by, the U.S.-Australia Educational Policy Project at Stanford University.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Court Litigation, *Court Role, Elementary Secondary Education, Foreign Countries, *Parochial Schools, *Private School Aid, *Private Schools, Religious Education, *State Church Separation

Identifiers—Australia

Examined here is the role of the courts as educational policy makers regarding church-state separation in the United States and Australia. The first part examines the relationship of the public schools to religion, both regarding the teaching of religion in the schools and compulsory education. It is noted that in spite of challenges, the courts have upheld "general" (rather than sectarian) religious teaching in Australian schools. The second part of the paper examines litigation concerning private schools in both countries, especially regarding government aid. It was found that in the United States, private school aid is tightly judicially policed, though very limited aid is allowed. In Australia, however, state aid to private schools is mandated by the legislature and unchallenged by the courts. Policy implications of the laws on church-state relationships are discussed, especially regarding the future of govern-

ment aid to private schools in both countries. It is concluded that in the United States, legislation benefiting mainly the nonpublic sector is unlikely to withstand judicial challenge, though aid might validly flow to the nonpublic sector when benefiting a broad class of beneficiaries and promoting public welfare. In Australia, private school aid, entrenched in the platforms of all major political parties, is likely to continue to have considerable public support. (Author/JM)

ED 225 299

Hartog, Ernest E.

Instructionally Effective Schools for Poor Children.

Pub Date—26 Feb 82

Note—15p; Remarks made at the Annual Meeting of the American Association of School Administrators (114th, New Orleans, LA, February 26-March 1, 1982). Table has been removed because of irreproducibility, due to small print of original document.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Administrator Attitudes, Administrator Role, *Economically Disadvantaged, Educational Environment, Elementary Secondary Education, Leadership, Principals, *School Effectiveness, *Teacher Attitudes

Based on the work of Ronald Edmunds, this speech reviews the characteristics of effective schools for poor children. The author begins by stating that effective schools seem to share a climate requiring all personnel to be instructionally effective with all children. Noted is a renaissance in the belief that all children are educable, in spite of socioeconomic or other factors. The speech emphasizes the link between institutional expectations and student achievement. The author says that nowadays educators realize that if poor students aren't learning, there is something wrong with schools. He maintains that the work of James Coleman is partially responsible for a previous view that schools make little difference in student achievement. Now, however, he says educators must rid themselves of the belief that all poor children are not capable of learning. They must also practice the instructional leadership and supervision skills that have been part of their training. The author then defines an effective school as one that has higher average standardized test scores than other schools with comparable student bodies. Characteristics include strong administrative leadership, high staff expectations, orderly school climate, emphasis on pupil achievement, and frequently monitored pupil progress. The author emphasizes that all schools must have these characteristics. (Author/JM)

ED 225 300

Report on the National Symposium on Personal Privacy and Information Technology (October 4-7, 1981).

American Bar Association, Washington, D.C.; American Federation of Information Processing Societies, Montvale, N.J.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—82

Grant—NSF-OSS-7924514

Note—24p; For related document, see EA 015 292. Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Confidentiality, Data Collection, Ethics, Information Processing, *Information Services, Information Utilization, Laws, *Legal Problems, *Privacy, Social Values, Standards, *Technology

A national symposium was held October 4-7, 1981, to explore the relationships among law, ethics, and informational technology as they relate to the individual's informational privacy. The introduction to this report describes the conference format; discusses the Privacy Act of 1974 and the Freedom of Information Act; and offers definitions of personal information, privacy, confidentiality, security, access, and disclosure. Charles W. Joiner's opening remarks on "Personal Privacy and Information Technology," covering the purposes of the symposium, are presented next. The document then reports the conference's discussions on "Informational Privacy: Concepts, Values, and Technology," in which the conferees agreed that expectations and

concepts about privacy differ. The document's recounting of the discussion of "Current Practices for Information Dissemination and Control" indicates agreement that informational privacy is relatively unprotected. Under "Considerations for Future Action," the report notes conferees' agreement that long-term mechanisms are needed to develop informational privacy policies, and outlines their discussion of privacy controls by government, personal self-help, or the private sector. Two appendices present a list of symposium participants and brief summaries of the conference's four background papers by George B. Trubow, Fred W. Weingarten, Alfred R. Louch, and Willis H. Ware. (RW)

ED 225 301

Keesling, J. Ward

Parents and Federal Education Programs: Preliminary Findings from the Study of Parental Involvement.

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency—Department of Education, Washington, DC.

Report No.—TM-6974/002/00

Pub Date—Dec 80

Contract—300-78-0437

Note—254p; For related documents, see ED 218 783-789 and ED 219 851.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Compliance (Legal), Elementary Secondary Education, Federal Aid, *Federal Programs, Federal Regulation, Governance, Government School Relationship, Instruction, National Surveys, *Parent Participation, Parent Role, *Parent School Relationship, Tables (Data) Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VI, Elementary Secondary Education Act Title VII, Project Follow Through

This report provides some initial findings from the "Study of Parental Involvement in Four Federal Education Programs." The four programs concerned are Title I of the Elementary and Secondary Education Act (ESEA) of 1965, ESEA Title VI, ESEA Title VII, and Project Follow Through. This report describes parental involvement in these programs and identifies some factors contributing to parental involvement, without attempting to evaluate the parental involvement components of the programs or to reveal the values of, or the specific forms taken by, parental involvement. The main conclusion of the report, based on the 1979 Federal Programs Survey of project officers in a nationally representative sample of districts and schools, is that legislation and regulation can provide powerful motivation for the fostering and support of parental involvement. Secondary conclusions are that funding levels influence the extent of parental involvement activities and that the extent to which districts implement mandated activities should be monitored. The report presents historical background material, study objectives and methodology, survey design, and findings concerning four aspects of each of the four programs: the extent of parental involvement in governance and in provision of educational offerings, and the coordination and financing of parental involvement activities. (Author/PGD)

ED 225 302

Price, Elaine J.

Statistics of Public Elementary and Secondary School Systems: Schools, Pupils and Staff, Fall 1980.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-82-119

Pub Date—Jul 82

Note—46p; Some tables and portions of appendices may not reproduce due to small print and marginal legibility of original document. For related documents, see ED 212 046, ED 170 884, ED 148 030, ED 127 666, ED 112 472, ED 095 628, ED 083 688, and ED 075 958.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary School Students, Elementary Secondary Education, *Enrollment Rate, Enrollment Trends, National Surveys, Public Schools, Public School Teachers, *School Statistics, Secondary School Students, Student Teacher Ratio, Tables (Data), Teacher Distribution, *Teacher Employment

This report provides basic statistics for fall 1980 on public elementary and secondary school systems in each state, the District of Columbia, and outlying areas under U.S. jurisdiction. The information presented covers the number of schools, teachers, and high school graduates; the sizes of the school age population and of school membership; the sizes of pupil/teacher and pupil/school ratios; and the assignment of school staffs by category. Tables reveal the patterns of change over recent years in several of the areas for which statistics are provided. Among the general findings of the survey are that the student population, the number of schools, and the pupil/teacher ratios decreased between the fall of 1979 and the fall of 1980, whereas the number of full-time equivalency classroom teachers rose. Appendices include a discussion of the nature and conduct of the survey and reproductions of survey report forms. (Author/PGD)

ED 225 303

EA 015 411

Wolfe, Lee R.

Revenues and Expenditures for Public Elementary and Secondary Education: FY 1980.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-82-120

Pub Date—Jul 82

Note—35p; Some tables may not reproduce due to small print of original document. For related documents, see ED 218 802, ED 203 472, ED 177 720, ED 162 427, ED 140 402, and ED 133 833.

Pub Type—Numerical/Quantitative Data (110) — Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Educational Finance, Elementary Secondary Education, Expenditure Per Student, Federal Aid, Federal Programs, Income, National Surveys, Public Schools, School Districts, *School District Spending, *School Statistics, *School Support, Tables (Data)

This report provides national and state summaries of local public education agency revenues by source and expenditures by function for fiscal year 1980. National trends since fiscal year 1971 are presented and discussed in the text. The appendix consists of 10 tables of financial statistics that provide detailed information about each state for fiscal year 1980. Tables 1 to 4 provide state aggregate data for revenues received by local education agencies; tables 5 to 9 provide state aggregate data for outlays; and table 10 presents the basis for allocation of monies under Public Laws 81-874 and 89-10 (the Elementary and Secondary Education Act). (Author/PGD)

ED 225 304

EA 015 412

A Classification of Secondary School Courses.

Project Summary Report.

Evaluation Technologies, Inc., Arlington, Va.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-82-243

Pub Date—23 Jul 82

Contract—300-81-0312

Note—41p; For related document, see ED 217 579.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Classification, Codification, *Courses, High Schools, Instructional Program Divisions, Program Descriptions, Reliability, Research Projects, School Catalogs, *Secondary School Curriculum

Identifiers—Classification of Instructional Programs, *Classification of Secondary School Courses

Summarized in this report are the activities undertaken in the development of the Classification of Secondary School Courses (CSCC) for the National Center for Education Statistics' use in coding transcripts of high school students. Fifty-two secondary school course catalogs selected from those collected in the High School and Beyond study provided almost 10,000 course titles. These were classified according to instructional program areas as defined in the Classification of Instructional Programs, a post-secondary classification scheme. Each course title is provided a unique six-digit code and linked to keyword descriptors and alternate course titles. This report covers the selection and activities of a review and recommendations panel supporting the CSCC project, the review of related documents, an analysis of the course catalog sample, special considerations in the development of the CSCC, a test of the reliability of the CSCC, and recommendations regarding

methods for using the CSCC and for further developing the CSCC or similar classifications. Appendices cover the composition of the review and recommendations panel, the instructional program categories used, the distribution of the course catalog sample by state, and cross-references between related categories in the classification. (Author/PGD)

ED 225 305

EA 015 511

Annual Evaluation Report. Fiscal Year 1982.

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Pub Date—82

Note—687p; For related documents, see ED 207 264-265, ED 221 610, and ED 223 735. Some tables and graphs will not reproduce due to illegibility of original document.

Pub Type—Reports — Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price — MF04/PC28 Plus Postage.

Descriptors—Adult Education, Bilingual Education Programs, Categorical Aid, Disabilities, Early Childhood Education, *Educational Assessment, Educational Improvement, Educational Objectives, Educational Research, Elementary Secondary Education, Equal Education, Federal Aid, *Federal Programs, Libraries, Minority Groups, Postsecondary Education, Program Descriptions, Program Effectiveness, *Program Evaluation, Rehabilitation Programs, Special Education, Tables (Data), Vocational Education

Presented in one volume, this 12th annual report to Congress provides program-by-program summaries of evaluation information on federally funded education programs as of July 1982 (including programs closed out under the Education Consolidation and Improvement Act). Introductory sections present the secretary's summary, listing important findings about major Department of Education (ED) programs; highlights of major evaluation studies completed in fiscal year (FY) 1982 on elementary, secondary, and postsecondary programs; and noteworthy uses of evaluation findings by ED staff and policy makers at federal, state, and local levels. Each program description describes the evaluation study's data sources and covers the program's mandating legislation, funding history, goals and objectives, operations, scope, progress and effectiveness, and contact person. Program descriptions are grouped under 6 ED offices, including elementary and secondary education (with 26 programs), bilingual education and minority language affairs (3 programs), special education and rehabilitation services (24 programs), vocational and adult education (8 programs), postsecondary education (31 programs), and educational research and improvement (17 programs). An appendix enumerates 52 active FY 1982 evaluation contracts, listing the contract number, funding history, brief description, contractor name, contract monitor name, and dollars obligated. (Author/RW)

ED 225 306

EA 015 536

Digest of Education Statistics, 1981.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-81-400

Pub Date—Feb 81

Note—252p; Marginally reproducible because of small print. For related documents, see ED 202 085 and EA 015 306.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Adult Education, Degrees (Academic), *Educational Finance, Educational History, Educational Television, Educational Trends, Elementary Secondary Education, Employment Patterns, *Enrollment, Federal Programs, Income, *Institutional Characteristics, Intellectual Disciplines, Libraries, Museums, National Norms, Postsecondary Education, Preschool Education, Private Schools, Public Schools, *School Demography, School Funds, *School Statistics, Student Characteristics, Tables (Data), Teacher Characteristics, Vocational Education

Statistical information on all levels of public and private education in the United States are presented in 6 chapters, 14 figures, and 196 tables. The first chapter covers all educational levels. Chapters 2 and 3 review elementary and secondary education and college and university education, respectively, while the remaining three chapters look at adult and vocational education, federal programs for educational

purposes, and special studies and statistics related to American education. The data refer chiefly to the 1970s and the first 2 years of the 1980s, but historical series are provided that go as far back as 1869. Among the variables covered are enrollment, schools and school districts, states, instructional levels, educational attainment, educational finance (including income, expenditures, and federal, state, and local funding), transportation, retention and dropout rates, educational achievement (using data from the National Assessment of Educational Progress), subject areas, special education, teachers and other staff, salaries, literacy, urban schools, student characteristics (race, age, sex, and socioeconomic status), preprimary education, vocational education, foreign educational statistics, federal outlays and programs, libraries, museums, educational television, and the general population's employment status, occupation, industry, and income. An index is included. (RW)

ED 225 307

EA 015 543

Annual Evaluation Report on Programs Administered by the U.S. Office of Education: Fiscal Year 1978.

Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date—78

Note—682p; Some tables and appendix A are marginally reproducible. For related documents, see ED 154 532 and EA 015 544.

Pub Type—Reports — Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price — MF04/PC28 Plus Postage.

Descriptors—Access to Education, Adult Education, Disabilities, Early Childhood Education, *Educational Assessment, Educational Resources, Elementary Secondary Education, Equal Education, Evaluation Utilization, Federal Aid, *Federal Programs, Postsecondary Education, Program Descriptions, Program Effectiveness, *Program Evaluation, Special Education, Tables (Data), Vocational Education

Based on data available through June 30, 1978, this report covers all programs administered by the Office of Education (OE). Introductory sections describe OE's evaluation strategies (involving impact and process studies, technical assistance, and identification of effective programs); present highlights from OE evaluation studies in fiscal year 1978; and discuss the uses of evaluation activities, including their effects on budget, program, and legislative decisions. Federal programs' impact on access to quality education is reviewed in eight areas, including basic skills, improving educational practices, and reducing financial barriers. Program-by-program descriptions look at each program's funding history, mandating legislation, goals and objectives, operations, scope, effectiveness, progress, and evaluation studies. OE's 15 elementary and secondary programs include such areas as disadvantaged and bilingual education, educational innovation, and equalization. Thirty postsecondary education programs range from student financial aid to legal training. For the handicapped, 13 programs extend from preschool grants to regional resource services. Career, occupational, and adult education includes 10 programs. The 22 developmental programs go from teacher training to educational media. Two appendices list OE evaluation contracts as of January 1979 and discuss implementation of Title I of the Elementary and Secondary Education Act. (RW)

ED 225 308

EA 015 544

Annual Evaluation Report on Programs Administered by the U.S. Office of Education: Fiscal Year 1979.

Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date—79

Note—730p; Some tables and portions of appendix A are marginally reproducible. For related documents, see EA 015 543 and ED 207 264-265.

Pub Type—Reports — Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price — MF04/PC30 Plus Postage.

Descriptors—Adult Education, Early Childhood Education, *Educational Assessment, Educational Resources, Elementary Secondary Education, Evaluation Utilization, Federal Aid, *Federal Programs, Minority Groups, Postsecondary Education, Program Descriptions, Program Effectiveness, *Program Evaluation, Special Education, Student Financial Aid, Tables (Data), Vocational Education

This ninth annual evaluation report to Congress reviews programs administered by the Office of Education (OE), using data available as of June 30, 1979. After a brief introduction and a summary of the monies obligated for OE evaluations since fiscal year (FY) 1970, the report discusses OE's evaluation strategy, which comprises impact and process studies, technical assistance with evaluations, identification of effective practices, and exploratory evaluations. Highlights of OE studies completed in FY 1979 are reviewed, as are the uses of OE evaluations at the levels of policy and management decisions, budgeting, and legislative activities. Program-by-program evaluations are provided in five areas, and each program's funding history, mandating legislation, goals and objectives, scope operations, effectiveness, and evaluation studies are described. The five areas include elementary and secondary education (with 17 programs), post-secondary education (31 programs), education for the handicapped (13 programs), occupational, adult, and career education (8 programs), and developmental programs (22 programs). The programs covered range from Title I of the Elementary and Secondary Education Act (ESEA) to student financial aid, teacher and resource development, and bilingual, vocational, and special education. Two appendices list 84 OE contracts for evaluation activities and discuss implementation of ESEA's Title I. (RW)

EC

ED 225 309 EC 150 628

Morris, Suzanne Evans

Pre-Speech Assessment Scale: A Rating Scale for the Measurement of Pre-Speech Behaviors from Birth through Two Years. Revised Edition. Curative Rehabilitation Center, Milwaukee, Wis. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C. Div. of Innovation and Development.

Report No.—PC-9063

Pub Date—82

Note—269p.; May be marginally legible due to small print.

Available from—J. A. Preston Corp., 60 Page Rd., Clifton, NJ 07012 (\$69.95).

Pub Type—Tests/Questionnaires (160) — Guides — Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavior Rating Scales, *Cerebral Palsy, Child Development, Evaluation Methods, Infants, Physiology, Severe Disabilities, *Speech Evaluation, Speech Tests, Young Children

Identifiers—Pre Speech Assessment Scale

The manual contains the Pre-Speech Assessment Scale (PSAS) intended for use with cerebral palsied and other handicapped children to evaluate behaviors at the birth through 2-year age level. Introductory information covers the development of the PSAS, concepts underlying the PSAS, evaluation procedures, scoring the PSAS, and graphing procedures. The scale examines 27 pre-speech performance areas in the categories of feeding behavior, sucking, swallowing, biting and chewing, respiration-phonation, and sound play. Each behavioral category is preceded by evaluation guidelines, information on physiological aspects, common definitions, and general information on scoring. Each specific skill includes a description of the testing procedures, specific scoring information, and a behavioral description of the various levels of the skill. A double scaling system allows either ordinal or developmental scores. Sample skill areas evaluated by the PSAS include sucking liquids from the bottle or breast, swallowing semi-solids, moving the jaw in biting and chewing, maintaining voice quality during non-speech phonation, and engaging in spontaneous sound play. Among 14 appendices are a pre-speech assessment letter to parents, a questionnaire for parents, a list of materials needed for the PSAS, directions for making a recording of the child's sounds and speech, and a recording sheet for elicited and spontaneous sound production. (DB)

ED 225 310 EC 150 629

Boswell, Kathy S. And Others

Project Run: Early Education Assessment/Curriculum for the Severely/Profoundly Multiply Handicapped. Test Administration and Protocol Book.

Curative Rehabilitation Center, Milwaukee, Wis. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C. Div. of Innovation and Development.

Report No.—PC-4918

Pub Date—82

Note—140p.; May be marginally legible due to small print.

Available from—J. A. Preston Corp., 60 Page Rd., Clifton, NJ 07012 (\$39.95 plus postage).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Auditory Discrimination, *Behavioral Objectives, Communication Skills, *Diagnostic Teaching, *Individualized Education Programs, Language Acquisition, Motor Development, *Multiple Disabilities, Perceptual Motor Learning, *Severe Disabilities, Young Children

Intended for use with severely and profoundly multiply handicapped children within the 0-48 month developmental age range, the manual is designed for planning and implementing an educational treatment program in the areas of auditory discrimination, communication, gross motor, and visual/fine motor skills. The format of the Assessment/Curriculum is designed to coordinate assessment, individualized education program development, and program implementation. The program is organized into long term behavioral objectives for each area which are subdivided into sequential short term objectives (test items and implementation objectives). A coding system is used to identify long and short term objectives according to developmental areas and skill level. Master copies of the forms necessary to use the data based approach to program planning are provided for photocopying. The guide includes a step-by-step explanation of procedures and techniques, sample forms representing illustrations for their use, and a materials list identifying items necessary for assessment and program implementation. All objectives are listed in the section entitled "Test Items." The section on "Procedures" provides brief guidelines for assessment of test items and general guidelines for a curriculum to develop the target skills. (DB)

ED 225 311 EC 150 660

Special Services and Auxiliary Aids: A Resource Guide for Postsecondary Schools, Rehabilitation Agencies, and Handicapped Individuals. Draft.

Department of Education, Washington, D.C.

Pub Date—1 Nov 81

Note—31p.; Print in original is not clear and may be marginally legible. Prepared by the Handicapped Concerns Staff.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ancillary School Services, *Disabilities, *Federal Programs, Organizations (Groups), *Postsecondary Education, Program Descriptions, Rehabilitation, Resource Materials, Technical Assistance

The resource guide is intended to identify aids and information sources regarding postsecondary education of disabled students. The first section summarizes nine federal programs that provide auxiliary aids (such as taped texts, interpreters, or other services) for disabled students. Information on each program includes project name, legislative authority, brief description, services to handicapped students, campus contact persons, eligible recipients, appropriations, and federal contact persons. These programs include Special Services for Disadvantaged Students, Regional Postsecondary Education Programs for Deaf and other Handicapped Persons, and Cooperative Education Programs. The second section provides brief descriptions on five other resources (such as the National Library Services for the Blind and Physically Handicapped, and the President's Committee on the Employment of the Handicapped. Regional technical assistance staff in the 10 federal regions are listed. (CL)

ED 225 312 EC 150 661

Colleges or Universities with L.D. Programs.

Association for Children and Adults with Learning Disabilities, Pittsburgh, PA.

Pub Date—82

Note—36p.

Available from—Association for Children and Adults with L.D., 4156 Library Rd., Pittsburgh, PA 15234 (\$2.00).

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Programs, Counseling Services, Higher Education, *Learning Disabilities, Program Descriptions, Services, *Universities

Identifiers—*Association Children with Learning Disabilities

The listing describes approximately 50 colleges and universities with programs for learning disabled (LD) students. Descriptions are arranged alphabetically by state and include the college's name, address, telephone number, name of contact person, and brief description. Among services listed are textbooks on cassette; academic, career, and personal counseling; LD specialists; testing and diagnosis; and tutoring. Each description includes information on admission requirements. Another test is provided of colleges or universities that accept students with LD. Parents and professionals are cautioned, however, that the colleges/universities have not been inspected by the Association for Children with Learning Disabilities (ACLD). These entries are also arranged alphabetically by state and include information on title, address, and contact person. A list of publications from ACLD concludes the packet. (CL)

ED 225 313 EC 150 664

Walker, Bonnie L.

Introduction to Play Production: Teacher's Guide.

Career Education Project.

Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date—81

Note—108p.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#SM-0215, \$42.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Acting, *Career Education, Curriculum Guides, *Drama, *Dramatics, *Hearing Impairments, Lesson Plans, Playwriting, Secondary Education, *Theater Arts, Vocational Education

The curriculum guide is an instructional package designed for beginning pre-college drama students with hearing impairments. The seven lessons emphasize work requirements in the theater as well as an understanding of drama. Each lesson includes a list of lesson objectives, materials provided, materials and equipment needed, and vocabulary introduced in the lesson. There follows, then, a description of a related activity, with suggestions for class discussion or further projects. Lessons address the following aspects: components and definition of a play, the role and function of a playwright, roles of designers and technicians, actors, makeup application and use, the responsibilities of directors, and preparation for a career in the theater. The guide was field tested with five students and two teachers and revisions were subsequently made. (CL)

ED 225 314 EC 150 665

Anderson, Alda And Others

Shooting for Goals: Teacher's Guide.

Gallaudet Coll., Washington, D.C. Pre-College Programs; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—81

Note—180p.; For related documents, see EC 150 671-673.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#SM-0231, \$37.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Career Education, Conflict Resolution, Decision Making, Elementary Education, *Goal Orientation, *Hearing Impairments, Learning Activities, Student Educational Objectives, Teaching Guides

Part of a career education packet for hearing impaired elementary students, the teacher's guide introduces goals and goal setting. This unit, used at

the Kendall Demonstration Elementary School, explains the nature and purpose of each of nine activities and contains directions for implementing the activities, individually and in a sequence, designed to culminate in student achievement of the unit's specified goals. The guide focuses on five goals that the student will demonstrate: the ability to define "goal," the ability to identify both short and long range goals, knowledge of the need for goals, knowledge of one's goals, and the ability to act independently to achieve some goals. Enabling and performance objectives are listed for these unit goals. The bulk of the document is composed of information on resources, procedures, and directions for class activities related to goals and goal setting. Sample activities include making magazines about goals, drawing or writing descriptions about achieving one of a student's personal goals, and discussing biographies of Wilma Rudolph and Andrew Foster in terms of their goals. A student workbook is included. (CL)

ED 225 315 EC 150 666

Mahoney, Don
Survival Skills: A Basic Skills Program.
Gallaudet Coll., Washington, D.C. Pre-College Programs.
Pub Date—81
Note—224p.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#SM-0230, \$17.95).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Basic Skills, *Communication Skills, *Consumer Education, *Daily Living Skills, Elementary Secondary Education, Evaluation Methods, Functional Reading, *Hearing Impairments, *Money Management, Student Educational Objectives, Student Evaluation, Transportation

The guide describes an approach designed to promote the basic skills of hearing impaired students. Basic or survival skills are identified which cover the student's daily functioning at home, school, and in the community. The guide is aimed at the 10-15 year old hearing impaired student, but techniques are expected to be applicable to both elementary and secondary levels. The first section lists objectives for five types of survival skills (sample subtopics in parentheses): communication skills (speech-reading everyday and danger vocabularies); daily skills (calendar, temperature, hearing aids); money skills (making change, taxes); consumer skills; and community skills (using a bus, subway, and taxi). The next section provides information on administering pre- and post-tests in each of the five skill areas. The tests themselves are included in section 3. Forms and procedures for recording class and individual progress are provided. Appendixes list vocabulary and symbols. (CL)

ED 225 316 EC 150 667

Marrich, Judith W. Lederman, Norman
Developing Auditory Skills: A Guide to Auditory Communication Activities. Revised Edition.
Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date—80
Note—36p.
Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#PM-0067, \$2.50).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audio Equipment, *Auditory Training, *Class Activities, *Communication Aids (for Disabled), Elementary Secondary Education, Models, *Sensory Aids

The manual provides information about the development of auditory communication training for hearing impaired students. Two models of auditory training are reviewed: the Model Secondary School for the Deaf, which posits five areas of training, including awareness, attention, identification/recognition, message analysis, and comprehension/integration; and the Kendall Demonstration Elementary School which covers detection, discrimination, identification, and comprehension. Sample auditory communication activities are described for the above named topic areas, with information on objectives, equipment, teacher preparation, and instruction. A section on equipment addresses advantages and disadvantages of hardware amplifier systems, radio frequency systems, induction loop systems, and portable auditory training systems. Use of tape recorders, record play-

ers, and audiocassette readers is considered. Guidelines for equipment operation and maintenance are offered. Finally, a list of equipment manufacturers and a bibliography of eight references conclude the manual. (CL)

ED 225 317 EC 150 668

Audiology Services Manual.
Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date—79
Note—54p.
Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#PM-0025, \$2.00).

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Audio Equipment, *Audiology, Auditory Evaluation, *Auditory Tests, Communication Aids (for Disabled), *Deafness, *Hearing Aids, Hearing Impairments, Secondary Education

Identifiers—*Model Secondary School for the Deaf DC

The manual describes audiology services offered at the Model Secondary School for the Deaf (MSSD). Components are listed for diagnostic services, instructional services, program development, training, and publications. Testing and reporting procedures for MSSD students are outlined. Testing includes pure-tone air conduction testing, tympanometry, acoustic reflex testing, and audiometric speech testing. Written reports of the audiologic evaluation are made for students' files, intake evaluation, and students' parents. Goals and services of the MSSD amplification program are described. The school's communications lab offers minor hearing aid repairs, maintenance and calibration of other equipment, consultation with faculty about equipment, technology design, equipment evaluation, and instruction about the equipment for facility and students. Otologic (ear specialist) services are briefly addressed. Finally, MSSD's training programs for graduate students in audiology are described. Sample forms are included throughout the manual. (CL)

ED 225 318 EC 150 669

Walker, Bonnie L. And Others
Career Development Program: A Procedures Manual.

Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date—80
Note—32p.; An update of "A Work Experience Manual" by Jusevich, Mayes, McGaughan, and Meade.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#PM-0138, \$2.25).

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, *Career Development, *Career Education, Career Exploration, *Deafness, Demonstration Programs, Hearing Impairments, Job Placement, Program Descriptions, Secondary Education, *Work Experience Programs

Identifiers—*Model Secondary School for the Deaf DC

The manual describes the development and implementation of the Career Development Program at the Model Secondary School for the Deaf (MSSD). The program is said to provide a step-by-step introduction to the world of work. Nine courses are offered, with a focus on five goals: increased awareness of the world of work; exploration of a variety of occupations and occupational clusters; development of job seeking skills; development of good work habits; and development of short- and long-term career objectives and decision making skills. Objectives are listed for two courses prerequisite to work experience. A profile of each student is analyzed to determine readiness for work and appropriate job placement. If a student is not ready for work experience, alternative community resources are explored. Two courses providing part time work experience are followed by a full time summer work experience. The work placement specialist's role in placement is examined, and followup courses for the senior, focusing on career planning and decision making, are described. (CL)

ED 225 319 EC 150 670

Schutt, Marcia Egelston-Dodd, Judy
Catalyst: Handbook of Existing Career Education Programs and Facilitators.

Model Secondary School for the Deaf, Washington, D.C.; National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency—Department of Education, Washington, DC

Pub Date—80
Note—94p.; Print in appendix is miniscule.
Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (\$1.50).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Education, *Change Agents, Deafness, *Demonstration Programs, Elementary Secondary Education, *Hearing Impairments, Program Descriptions, Program Development, Resource Materials, State Programs

Identifiers—*National Project on Career Education

The handbook presents a resource list of career education experts and successful career education programs with exemplary career education materials, to be used for planning career programs for deaf and hearing impaired students. It is explained that facilitators were trained as part of the National Project on Career Education (NPCE). After training, facilitators were responsible for offering training and consultation on career education in their local schools. It was found, however, that external agents of change were often needed to act as catalysts. Facilitators are identified in each state of the 10 Federal regions. Information on their position, address, education level, experience, handicap (if any) and interests or hobbies is given. Similar information is presented for the NPCE national training team. Contact persons for career education are listed by state, as are existing career education programs serving hearing impaired students. The final section presents summary data on 35 career education projects. (CL)

ED 225 320 EC 150 671

Johnson, Jinny J. Neuman, Delia, Ed.
Scope and Sequence for Career Education at the Kendall Demonstration Elementary School.
Kendall Demonstration Elementary School Career Education Project.

Gallaudet Coll., Washington, D.C. Pre-College Programs; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Sep 79
Note—44p.; For related documents, see EC 150 665 and EC 150 672-673.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#PM-0200, \$10.50 set of three).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, *Career Education, Competence, Deafness, Decision Making, Elementary Education, Employment Potential, *Hearing Impairments, *Student Educational Objectives

The document provides a list of career education goals and subgoals for hearing impaired elementary students at the Kendall Demonstration Elementary School. The listing is intended to help in infusing career education concepts into classroom activities. Eight themes are addressed, and goals and subgoals described for preschool, primary, elementary, middle school, and high school levels. The following eight themes are considered: self-awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, and attitudes and appreciations. It is suggested that the goals and subgoals listed in the eight areas be used as guidelines rather than as exact requirements for a career education approach. (CL)

ED 225 321 EC 150 672

Johnson, Jinny J. Comp. Neuman, Delia, Ed.
Resource Guide for Career Education. Revised Version.
Kendall Demonstration Elementary School Career Education Project.

Gallaudet Coll., Washington, D.C. Pre-College Programs; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Sep 79
Note—142p.; For related documents, see EC 150 665 and EC 150 671-673.

Available from—OUTREACH, Pre-College Pro-

grams, Box 114, Gallaudet College, Washington, DC 20002 (#PM0200, \$10.50 set of three).
Pub Type—Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Career Education, *Class Activities, Curriculum Guides, Deafness, Elementary Education, *Hearing Impairments, *Instructional Materials, Media Selection

The guide was designed to help teachers select materials for infusing career education into classroom activities for elementary aged hearing impaired pupils (as originated at the Kendall Demonstration Elementary School). Listed are approximately 250 materials (books, captioned films, film loops, filmstrips, games, kits, manipulatives, pamphlets, puzzles, study prints, task cards, toys, transparencies, and workbooks). Two indexes are provided: the index to curriculum, arranged by the six components of Kendall Demonstration Elementary School Curriculum Guides (social, language arts, mathematics, science, social emotional, and social studies); and the index to scope and sequence, arranged according to self awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, and appreciations and attitudes. Following the indexes, materials are listed alphabetically by title. Entries include information on title, publisher, curriculum area, scope and sequence, and a brief annotation. Each entry also includes evaluation information based on five categories: physical characteristics, content, teacher needs, learner needs, and validation. (CL)

ED 225 322

EC 150 673

Fitch, Brian And Others

Model for the KDES Education Program. Kendall Demonstration Elementary School Career Education Project. Second Revised Version. Gallaudet Coll., Washington, D.C. Pre-College Programs; Ohio State Univ., Columbus. National Center for Research in Vocational Education. Pub Date—Jun 81

Note—29p. For related documents, see EC 150 665 and EC 150 671-672.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#PM-0200, \$10.50 set of three).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Career Education, Career Exploration, Curriculum Development, Deafness, Elementary Education, *Hearing Impairments, *Models, *Program Development, Simulation

The booklet describes the approach to career education for hearing impaired students developed by the Kendall Demonstration Elementary School (KDES) in the District of Columbia. The KDES model is described in terms of project direction and the seven model components: planning, staff development, program development, curriculum development, pilot/field tests, and revision. Project development and redevelopment processes are graphically depicted. The project's products are divided into four working documents and four curriculum materials. Working documents, which include an orientation manual to career education, provided the underlying structure for the program. Curriculum materials include an introduction to career education role playing for preschool, primary, and elementary department students; a career awareness program; four basic career education curriculum materials; and two career exploration simulations. (CL)

ED 225 323

EC 150 674

Alvarez, Adoracion A. And Others

Program Objectives for Social Studies. Revised. Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date—81

Note—82p.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#PM-0187, \$3.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Anthropology, Curriculum Guides, Deafness, Demonstration Programs, Economics, Elementary Education, Geography, *Hearing Impairments, History, Political Science, *Social Studies, Sociology, *Student Educational Objectives The guide lists program objectives for the social studies curriculum used at the Kendall Demonstration Elementary School (KDES) with deaf and

hearing impaired students. Terminal objectives are listed, and teachers are encouraged to supplement them with sub-objectives and activities. Objectives are said to cover preschool through middle school levels. Five basic areas of social studies are addressed (sample subtopics in parentheses): geography (map skills, climate/weather, transportation, ecology); sociology/anthropology (family, communities, social development, cultural diversity); economics (career education, production, monetary system); history; and political science (citizenship, rules and laws, government). An evaluation report reviews findings regarding the curriculum's scholarship, usefulness, equity, communicability, appeal, and overall quality. (CL)

ED 225 324

EC 150 675

Dayoub, Iris And Others

Program Objectives for Mathematics. Revised.

Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date—81

Note—90p.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#PM-0188, \$3.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computation, Deafness, Demonstration Programs, Elementary Education, Geometry, *Hearing Impairments, *Mathematics, *Mathematics Curriculum, *Number Concepts, Problem Solving, Student Educational Objectives The manual lists program objectives for the math curriculum at Kendall Demonstration Elementary School for hearing impaired students, objectives are grouped by age (preschool: grades 1, 2, 3, 4, 5, and 6). Objectives are organized into eight strands: relations (likenesses and differences among sets and numbers and on the order of sets and numbers); numbers (meanings of cardinal, ordinal, fractional, and decimal numbers); measurements (of time, distance, volume, weight, area, and money); operations (processes related to addition, subtraction, multiplication, and division); number theory (including identifying odd and even numbers); place value (decimal system); geometry (identifying, classifying, and comparing standard figures by analyzing their properties); and problem solving. Charts at the back depict the order in which objectives should be worked on for each age level. A review of evaluation findings in terms of scholarship, usefulness, equity, communicability, appeal, and overall quality is provided. (CL)

ED 225 325

EC 150 676

Ewoldt, Carolyn And Others

Program Objectives for Reading and Writing.

Revised.

Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date—81

Note—117p.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#PM-0189, \$3.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Deafness, Elementary Education, *Hearing Impairments, Language Arts, Reading, *Reading Instruction, Student Educational Objectives, *Writing (Composition)

The manual lists objectives for deaf and hearing impaired students in reading and writing at Kendall Demonstration Elementary School. The guide focuses on comprehension of English print and on the communication of ideas in writing. Student objectives are listed for 10 main topic areas (sample subtopics in parentheses): attitudes and habits in reading and writing; reading awareness (book orientation, directionality, attention to print); writing awareness; understanding the reading process (predictions, language experience, dramatization, picture use); understanding the writing process (language experience in writing, picture cues for writing); reading study strategies (reference tools, textual aids to content reading); organizational strategies for writing (reference tools and textual aids); literary devices in reading (story elements and structures); literary devices in writing; and conventions (reading and writing conventions of print). Evaluation results are reported in terms of the curriculum's scholarship, usefulness, equity, communicability, appeal, and overall quality. (CL)

ED 225 326

EC 150 677

Bednarczyk, Angela And Others

Program Objectives for Science. Revised.

Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date—81

Note—192p.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#PM-0190, \$3.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, Biology, Deafness, *Earth Science, Elementary Education, Geology, *Hearing Impairments, Physics, Science Activities, *Science Curriculum, *Science Instruction, *Sciences, Student Educational Objectives

Identifiers—Piaget (Jean)

The guide lists program objectives for science instruction of hearing impaired students at Kendall Demonstration Elementary School. The curriculum, it is explained, is based on theories of J. Piaget. Objectives are stated in terms of process skills within four Piagetian stages of development: pre-operational, transition to concrete, concrete, and transition to formal. Process terms used in the behavioral objectives are defined (observation, classification, communication, measurement, investigation, prediction, and formulation and testing of hypotheses). Science content of the objectives addresses three major categories (sample subcategories in parentheses): physical science (properties of matter, energy, force, work, and motion); earth science (geology, climatology and oceanography, and astronomy); and biological science (growth and reproduction, habit, structure, human application, and human reproduction). An explanation of student placement within the curriculum and a brief listing of sources of material are also provided. Comments from the curriculum evaluation are summarized in terms of scholarship, usefulness, equity, communicability, and appeal. (CL)

ED 225 327

EC 150 678

Jagers, Robert A. Jagers, Barbara A.

Social Studies: A Resource Guide for Hearing-Impaired High School Students.

Gallaudet Coll., Washington, D.C. Pre-College Programs.

Pub Date—81

Note—69p.

Available from—OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (#PM-0205, \$3.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Banking, Budgeting, Career Education, Civics, Civil Rights, *Class Activities, Consumer Education, Curriculum Guides, Deafness, Employment, Hearing Impairments, High Schools, Political Science, *Social Studies, Units of Study

The guide was written to give secondary level hearing impaired students exposure to real life problems from a social studies perspective. Units are outlined for the three levels of the high school years and provide an overview, information on vocabulary, target competencies, suggested activities, sources, and a list of objectives. The units are arranged in a sequence, with topics building on one another. Math concepts are integrated into the social studies instruction. Four units in the first level address the following major topics (sample subtopics in parentheses): consumer education (unit pricing, brand name products); banking (checking, savings accounts); credit and credit cards (credit card application, billing procedures); and American history. The second level focuses on budgeting (priorities, determination of a reasonable budget); insurance (kinds, purchase); income tax and income tax forms (deductions, tax preparation); renting (use of classified ads, rental considerations); and selecting and buying a house or car (dealing with a realtor, installment buying). The third level touches on careers (choosing and locating a job, job interviews); the constitution and the Bill of Rights (purposes of each); the law (legal rights, court and police procedures); and responsibilities of citizenship (understanding politics, obligations, government services). (CL)

ED 225 328 EC 150 679

Rosenbloom, Betty
Guidelines to Writing or Rewriting Materials for
Deaf Students with Special Emphasis on Syntax.
Gallaudet Coll., Washington, D.C. Pre-College Pro-
grams.

Pub Date—81
Note—36p.

Available from—OUTREACH, Pre-College Pro-
grams, Box 114, Gallaudet College, Washington,
DC 20002 (#PM-0217, \$3.75).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Deafness, Elementary Secondary
Education, Idioms, *Instructional Materials,
*Material Development, *Readability, Readability
Formulas, Syntax, Vocabulary, *Writing
(Composition)

The manual is intended to help writers or adapters
of instructional materials for deaf students. The first
section examines difficulties in providing suitable
reading material for deaf students. The problems in
evaluating deaf students' reading levels are exam-
ined. Writers are cautioned to pay particular atten-
tion to syntax, vocabulary, and idioms. The decision
of rewriting material or writing entirely new
material is considered. A four-part guideline for
adapting reading material is offered. Three appen-
dices make up the bulk of the document. Appendix
A describes 10 areas of syntactical construction
(such as question, negation, conjunction, and pro-
nouns), and suggests a sequential order of difficulty
in learning parts of each construction. Appendix B
presents the same information arranged by level of
difficulty. The final appendix provides an example
of rewriting a paragraph at different syntactic levels.
(CL)

ED 225 329 EC 150 680

Sexuality and Deafness.

Gallaudet Coll., Washington, D.C. Pre-College Pro-
grams.

Pub Date—May 79
Note—88p.

Available from—OUTREACH, Pre-College Pro-
grams, Box 114, Gallaudet College, Washington,
DC 20002 (#PM-0018, \$4.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Counseling Techniques, *Deafness,
Elementary Secondary Education, Parent Role,
*Residential Programs, *Sex Education, *Sexual-
ity, Teacher Role

Eight papers focus on sex education for deaf stu-
dents. R. Davilla ("Sex Education from the Deaf
Perspective") suggests that sex education is not the
responsibility of any one group, but that special
education has a special responsibility in this area.
D. Fitz-Gerald and M. Fitz-Gerald cite barriers fac-
ing deaf persons in receiving sex education and as-
sert that "Deaf People Are Sexual, Too!" The
Fitz-Geralds then consider (in "Behind the Times")
the role of the parents and the residential school in
providing sex education to deaf students. Among
the "Sexual Implications of Deafness" considered in
a fourth paper (D. Fitz-Gerald and M. Fitz-Gerald)
are the impact of residential schools and the difficul-
ties of understanding such abstract concepts as
maleness and femaleness. D. Fitz-Gerald, M. Fitz-
Gerald, and C. Williams consider the status of
teacher preparation in "Sex Educator: Who's
Teaching the Teacher Sex Education?" They review
a survey of teacher training programs that high-
lighted a need for more in-depth training. A sixth
paper reviews results of a sex education survey of
residential facilities for the deaf. The Fitz-Geralds
summarize responses that indicated one out of three
residential programs offered no sex education as a
specific course, "Human Sexuality and the Hand-
icapped Child," by D. Fitz-Gerald and M. Fitz-
Gerald, traces normal sexual development and
comments on the professional's role in fostering
healthy sexuality for deaf persons. The final paper,
"Parents: A Child's First Sex Educator," by M.
Fitz-Gerald, emphasizes the parents' critical role.
(CL)

ED 225 330 EC 150 681

Meadow, Kathryn P. And Others

Meadow/Kendall Social-Emotional Assessment
Inventory for Deaf Students: Manual.
Gallaudet Coll., Washington, D.C. Pre-College Pro-
grams.

Pub Date—80
Note—29p.

Available from—OUTREACH, Pre-College Pro-

grams, Box 114, Gallaudet College, Washington,
DC 20002 (#PM-0097, \$11.00).

Pub Type—Reports - Evaluative (142) —
Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Measures, *Deafness, Ele-
mentary Secondary Education, Emotional Develop-
ment, Interpersonal Competence, Social
Development, *Student Evaluation, *Test Con-
struction, Test Norms

Identifiers—*Meadow Kendall Social Emotional
Assessment Invent

The report describes the development of the Mea-
dow/Kendall Social-Emotional Assessment Inven-
tory for Deaf Students (SEAI). The SEAI has grown
out of requirements in P.L. 94-142, the Education
for All Handicapped Children Act. The theoretical
framework, including its emphasis on language de-
privation and the resulting communication problems
of deaf students, is examined. The SEAI's develop-
ment is traced from item construction, field testing,
and response processing. Norms are then estab-
lished. Administration and scoring of the SEAI are
described, and examples are provided. The conclu-
sion cautions that the SEAI should be a part of an
overall assessment procedure and suggests that the
inventory may identify students who need extra at-
tention in a particular area. The 59-item inventory
is appended. (CL)

ED 225 331 EC 150 682

Leeds, Stephen, Ed. And Others

EPSTD: A How-To Guide for Educational Pro-
grams.

Health Care Financing Administration (DHEW),
Washington, D.C.; Office of Education (DHEW),
Washington, D.C.; Public Health Service
(DHEW), Rockville, Md.

Pub Date—[79]

Note—139p.; Best available copy.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Availa-
ble from EDRS.

Descriptors—Agency Cooperation, Clinical Diag-
nosis, *Disabilities, Elementary Secondary Edu-
cation, *Federal Programs, Handicap
Identification, *Health Services, Medical Ser-
vices, Outreach Programs, *Poverty, Program
Development, School Role, *Screening Tests
Identifiers—*Early Periodic Screening Diagnosis
Treatment Prog

Intended primarily for state and local health and
education staff, the guide considers using the school
setting as one resource in the Early Periodic Screen-
ing Diagnosis and Treatment (EPSTD) Program.
Chapter I introduces the EPSTD program and de-
scribes its services to Medicaid eligible children.
The chapter also sets forth school health goals as
well as the health needs of the school aged child.
The incidence of disabilities in this population is
noted, and the intervention role of EPSTD empha-
sized. State operation and outreach activities are
considered. Chapter II focuses on school roles in
EPSTD, including outreach case management, and
service delivery. Procedural steps in implementing
EPSTD are the concerns of Chapter III, including
local level orientation, role of a steering committee,
and planning. Chapter IV reviews examples of suc-
cessful partnerships between local educational sys-
tems and EPSTD programs; and highlights the
school's role in outreach, screening, and as full
range provider. Extensive appendices include lists
of state and regional EPSTD coordinators and
guidelines for interagency agreements between pub-
lic health and EPSTD. (CL)

ED 225 332 EC 150 685

Lewis, Linda M.

Project to Develop BEH Waiver Requirements,
Procedures, and Criteria. Report of Case Study:
Massachusetts' Waiver Review Process.

Planning and Human Systems, Inc., Washington,
D.C.

Spons Agency—Bureau of Education for the Hand-
icapped (DHEW/OE), Washington, D.C. Div. of
Assistance to States.

Pub Date—3 Jul 78

Note—26p.; For related documents, see EC 150
686-687.

Pub Type—Guides - Non-Classroom (055) — Re-
ports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Compliance (Legal),
*Disabilities, Due Process, Elementary Second-
ary Education, Handicap Identification, *Pro-
gram Evaluation, State Programs

Identifiers—*Massachusetts

The case study examines the review used by the
then Bureau of Education for the Handicapped
(BEH) to evaluate the compliance of special educa-
tion programs in Massachusetts with P.L. 94-142,
the Education for All Handicapped Children Act.
Procedures to develop and implement the waiver
review over the period October 1977 to June 1978
are reported. The waiver involves restrictions on
supplanting state and local funds from federal funds.
Four procedural components are identified and dis-
cussed in detail: initiation, design and specification,
site selection, and on-site review. Interplay between
BEH and the state education agency is described. It
is explained that the review covered such aspects as
child find, due process procedures and results, per-
sonnel, adequacy and comprehensiveness of state
monitoring system, and the waiting list of children
for services. Quantitative reports are specified for
the state to prepare, and a timetable is proposed.
Procedures used to select those local education
agencies and state operated programs for program
review are detailed, and the resulting 12 local educa-
tional agency sites are considered. On-site review
procedures, including administrator review and
public hearings, are described. (CL)

ED 225 333 EC 150 686

Lewis, Linda M.

Project to Develop BEH Waiver Requirements,
Procedures, and Criteria. Report of Field Test [
and] Report of Evaluation.

Planning and Human Systems, Inc., Washington,
D.C.

Spons Agency—Bureau of Education for the Hand-
icapped (DHEW/OE), Washington, D.C. Div. of
Assistance to States.

Pub Date—11 Sep 78

Note—91p.; For related documents, see EC 150
685-687.

Pub Type—Guides - Non-Classroom (055) — Re-
ports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Compliance (Legal), *Disabilities,
Elementary Secondary Education, *Federal Aid,
*Program Evaluation, State Programs

Identifiers—Education for All Handicapped Child-
ren Act, *Massachusetts

The document reports the process used in Massa-
chusetts to qualify for a waiver of the requirements
which restrict the supplanting of state and local
funds with federal funds according to P.L. 94-142,
the Education for All Handicapped Children Act.
The controversy between state and federal officials
over interpretation of the waiver is addressed, and
it is noted that the Bureau of Education for the
Handicapped (BEH) had not at that time fully es-
tablished its procedures for evaluating compliance.
With that as a background, the report proceeds to
analyze five components of Massachusetts' waiver
review process: initiation, design and specification,
site selection, on-site review activities, and report-
ing. Each component is considered in separate sec-
tions, with information on state and federal roles
and responsibilities. Recommendations are made
for future waiver review processes, including the
expansion of timelines for each major activity to
allow greater preparation and participation. (CL)

ED 225 334 EC 150 687

Lewis, Linda M. And Others

Project to Develop BEH Waiver Requirements,
Procedures, and Criteria. Report of Federal
Monitoring Practices.

Planning and Human Systems, Inc., Washington,
D.C.

Spons Agency—Bureau of Education for the Hand-
icapped (DHEW/OE), Washington, D.C. Div. of
Assistance to States.

Pub Date—29 Sep 78

Note—60p.; For related documents, see EC 150
685-686.

Pub Type—Guides - Non-Classroom (055) — Re-
ports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary
Education, *Federal Aid, Federal Programs,
*Federal State Relationship, *Program Evalua-
tion, State Programs

The document analyzes monitoring procedures in
use by other federal programs in an attempt to help
the Bureau of Education for the Handicapped
(BEH) develop its own procedures for waiver re-
views. Waivers are explained as a request for ex-
emption from P.L. 94-142's (the Education for All
Handicapped Children Act) fiscal non-supplant re-

quirements. The analysis is based on monitoring methods used in 11 other federal agencies for such programs as Occupational Health Programming (Department of Labor), Advertising Practices (Federal Trade Commission), Office for Civil Rights (Department of Health, Education and Welfare), Regulations Analysis (Environmental Protection Agency), and the Food Stamp Program (Department of Agriculture). The conclusion relates the BEH waiver review monitoring process to three dimensions: the subjects of monitoring, the orientation of the monitoring function, and the locus of responsibility for monitoring. Three monitoring practices considered most applicable to BEH are discussed: consumer participation, thoroughness and intensity of monitoring, and personnel utilization. (CL)

ED 225 335 EC 150 692

Guidelines for the Development of a High Risk Registry Program for Hearing Impairment.
South Carolina Univ., Columbia.
Pub Date—[81]

Note—83p.; Prepared by the Department of Communicative Disorders: Project SCOTER for Hearing Impaired Children.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Hearing Impairments, *High Risk Persons, *Hospitals, *Infants, *Program Costs, *Program Development

Identifiers—*High Risk Registry

The manual outlines the development of a hospital high risk registry for infants with hearing loss. A program conceptualization lists aspects of program planning, personnel, physical arrangements, financial administration, evaluation planning, records and reports, and coordination with other agencies. A guidelines section suggests a sequence of actions in developing such a program, beginning with knowing the literature. A cost estimate section presents figures for initial organization and annual operating costs based on 1982 estimates for a program at Richland Memorial Hospital in Columbia, South Carolina. Following a list of criteria for placing newborns on the high risk registry for hearing impairments is a sample of a proposal for the implementation of a newborn high risk register for hearing impairment. Sample forms (including information letters to physicians, information for the audiologist, and evaluation plans) are included. (CL)

ED 225 336 EC 150 693

Sarachan-Deily, Ann Beth
Semantic Analyses of Classroom Writing Behavior of the Deaf.

Pub Date—25 Jun 82

Note—17p.; A condensed version of this paper was presented at the International Convention of the Alexander Graham Bell Association for the Deaf (Toronto, Canada, June 25, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Deafness, Hearing Impairments, High Schools, *Memory, *Reading Comprehension, *Recall (Psychology), *Semantics, Syntax, *Writing (Composition)

The ability of 20 deaf or hearing impaired high school students to demonstrate written recall of story propositions and correct story inferences from prose was examined and compared with 20 hearing students. Students were tested individually and were asked to read a story and then to rewrite it without looking at it. Premises in the recalled story were compared with premises of the original. The number of correct inferences was also calculated for each student. Deaf Ss did not exhibit significantly different recall for inferences than did hearing Ss. Hearing Ss did recall a significantly larger number of premises than deaf Ss, and both groups recalled significantly more premises than inferences from the story. Results suggested the need for helping deaf students to learn syntax. (CL)

ED 225 337 EC 150 696

McDonald, Eugene T. Berlin, Asa J.
Un Futuro Prometedor para su Niño con Labio Hendido y Paladar Hendido. Edición Refundida (Bright Promise for Your Child with Cleft Lip and Cleft Palate. Revised Edition).

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

Pub Date—80

Note—42p.; For the English version, see ED 177

775.

Available from—National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Ave., Chicago, IL 60612 (No. E-27, no price quoted).

Language—Spanish

Pub Type—Guides - Non-Classroom (055) — Translations (170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cleft Palate, Etiology, Infants, *Medical Services, *Parent Materials, Prenatal Influences, *Surgery, Young Children

The booklet, written in Spanish, is intended to help parents of babies with cleft lip and/or cleft palate. Topics covered include the sequence of prenatal development and the effects of birth defects, common misconceptions about what causes the conditions, possible hereditary and environmental causes, and what it means to have a cleft palate or a cleft lip. Drawings and photographs depict the result of surgical repair. Parent concerns about eating problems, and the effect of the condition on speech, intelligence, hearing losses, and teeth are addressed. The final section discusses the ways in which cleft palates affect children's personalities. (CL)

ED 225 338 EC 150 697

Ludlow, Barbara Woodrum, Diane T.

Problem Solving Strategies of Learning Disabled and Nondisabled Learners on a Multiple Discrimination Task.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Pub Date—Apr 81

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Elementary Education, *Learning Disabilities, *Problem Solving

The problem solving strategies of 17 learning disabled (LD) and 17 non LD boys at the upper elementary level were compared across four multiple discrimination tasks listing a split plot analysis of variance design. Ss were randomly assigned to one of two conditions in which feedback stimuli were either removed or maintained. Ss' performances on four ordered tasks were measured in terms of number of trials, time per trial, errors, and strategy score. LD Ss required significantly more time per trial across tasks and, in general, used less efficient problem solving strategies than non LD Ss. Results suggested that LD Ss do not acquire problem solving skills by the expected chronological age, and may therefore need special training programs to develop them. (Author)

ED 225 339 EC 151 001

Bureau of Indian Affairs Special Education Opportunities for Exceptional Children. The Second Annual Report to the Department of the Interior.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date—Nov 81

Note—38p.; Prepared by the Bureau of Indian Affairs Advisory Committee for Exceptional Children.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advisory Committees, *American Indians, Conference Proceedings, *Disabilities, Educational Policy, *Federal Legislation

Identifiers—*Bureau of Indian Affairs

The report describes 1980-81 meetings and efforts of the Bureau of Indian Affairs (BIA) Advisory Committee for Exceptional Children. Proceedings of three meetings are summarized in Part I. Part II analyzes the Department of Interior/BIA state plans for fiscal years 1980-3. The section lists comments and recommendations for such aspects as the federal hiring freeze; repeal of P.L. 94-142, the Education for All Handicapped Children Act and the establishment of block grants; and public notification of advisory committee meetings. Detailed comments are made on specific sections of the state plans. Among five appendices are the Charter of the BIA Advisory Committee for Exceptional Children, the BIA Project December FY 1980 Child Count, and a map of BIA area offices. (CL)

ED 225 340 EC 151 002

Powell, Lynda And Others

Interactions between Teachers and Learning Disabled and Non-Learning Disabled Adolescents.
Kansas Univ., Lawrence, Inst. for Research in Learning Disabilities.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—IRLD-44

Pub Date—Apr 81

Contract—300-77-0494

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Observation Techniques, *Interaction, *Learning Disabilities, Secondary Education, *Student Teacher Relationship

An observational measurement system was used to examine the interaction of 14 learning disabled (LD) students (12-15 years old) and their teachers. Interactions were compared with those of 16 non LD students (12-16 years old). It was hypothesized that LDs would have fewer interactions with their teachers and that the proportion of negative interactions would be greater. Measurement systems included a behavioral observation system and the Teacher Approval Disapproval Scale (TADS), a questionnaire completed by LD and non LD Ss. Contrary to the hypothesis, no major differences were found between the student-teacher interactions of LD and non LD Ss. Results from the TADS did not support the contention in the literature that there are social perception differences between LD and non LD students. (CL)

ED 225 341 EC 151 003

Brautman, Edwin Jay

Teaching the Principles of Applied Behavior Modification to Direct-Care Workers in Mental Retardation.

Pub Date—80

Note—68p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Modification, Curriculum Guides, Intervention, Lesson Plans, *Paraprofessional Personnel, Reinforcement, *Severe Mental Retardation, Staff Development, *Staff Role

Intended for direct care workers at institutions for severely and profoundly retarded persons, the curriculum focuses on behavior modification skill instruction. Eight lesson plans are presented, with information on topic, content, and teaching methods. Topics include the following (sample subtopics in parentheses): 1) introduction; 2) observing behavior (behavioral components, factors influencing behavior); 3) reinforcement techniques; reinforcement intervention (positive and negative intervention); 4) techniques of negative reinforcement intervention (punishment, extinction/ignoring, time-out); 5) reinforcement scheduling (fixed ratio, fixed interval, variable interval); and 6) creating new behavior (modeling, prompting, backward chaining, and shaping). Appended materials include sample certificates of achievements, quizzes, diagrams, and answer keys. (CL)

ED 225 342 EC 151 004

Copeland, Anne P. Reiner, Ellen Milenko
Attention and Private Speech in Learning Disabled Children.

Pub Date—Aug 82

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention, *Cognitive Development, Elementary Education, *Learning Disabilities, *Speech

Identifiers—*Private Speech

In a study of the significance of private speech, 11 learning disabled (LD) and 16 non LD children (mean age 10 years) were given several cognitive tasks, and their private speech during play and school work was assessed. LD Ss performed less well on the cognitive tasks than non LD Ss. Children who used high rates of private speech performed in a more immature manner on the cognitive tasks, supporting the notion that private speech is related to cognitive development and not just chronological age. When experimental conditions were varied, Ss talked more when alone in a room than when an adult was present, and they tended to talk more in academic-task than in play conditions.

(Author/CL)

ED 225 343 EC 151 008

Young People with Cancer: A Handbook for Parents.

National Cancer Inst. (NIH), Bethesda, Md.
Report No.—NIH-82-2378

Pub Date—Apr 82

Note—102p. The document was prepared by the Office of Cancer Communications of the National Cancer Institute and the National Candlelighters Foundation.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cancer, *Coping, *Emotional Adjustment, Health, *Hospitals, *Medical Services, Parent Child Relationship, *Parent Materials, Siblings, Special Health Problems, Surgery

The book presents information for parents of children and young adults with cancer. The first section outlines aspects of the disease itself and considers characteristics of leukemia and solid tumors. Hospitalization and such treatments as chemotherapy and radiation are considered. Common health issues (including diet, dental care, bleeding, and transfusions) are dealt with. The final part of the first section of the handbook details tips for clinic visits and medical procedures, when to call the doctor, and a number of common medical procedures (such as biopsy, scans, and bone marrow aspiration). The second section focuses on coping with cancer. Individual chapters address the following topics (sample sub-topics in parentheses): dealing with the diagnosis (telling the child, telling the siblings); continuing life (school, discipline, adolescence, finances); and sources of information, support, and assistance. Also included are a glossary, a bibliography, a list of additional reading materials, and a fold-out drug chart. (CL)

FL

ED 225 344

FL 012 786

Allen, Patrick Howard, Joan
Canada's Golden Horseshoe: An ESL/Geography Module (Teacher's Guide).Ontario Inst. for Studies in Education, Toronto.
Report No.—ISBN-0-7744-0243-1

Pub Date—82

Note—64p.

Available from—OISE Press, 252 Bloor St. West, Toronto, Ontario M5S 1V6, Canada.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, Audiotape Cassettes, Audiovisual Instruction, Communication Skills, *English (Second Language), Foreign Countries, Geographic Regions, *Geography, Graphs, Human Geography, *Immigrants, Instructional Materials, Interdisciplinary Approach, Language Skills, Learning Modules, *Multimedia Instruction, Secondary Education, Teaching Guides
Identifiers—*Canada, *Ontario (Toronto)

A teacher's guide to an English as a second language (ESL) and geography module entitled "Canada's Golden Horseshoe" is presented. ESL modules are multimedia kits designed to integrate the study of ESL and communication skills in specific subject areas of the curriculum. This module deals with a geographical region, important both to Ontario and to Canada, that has an interesting history and some modern environmental problems. The module is designed primarily for ESL secondary-school students at the intermediate level, and has been successfully test-taught in a number of grade 9 and 10 ESL and ESL geography classes in southern Ontario. It is assumed that all students who use the kit will have completed an introductory course of English. The teacher's guide offers suggestions for use of module components, a transcription of the audiocassette, answer keys to student worksheets, proposed follow-up activities, and a list of resources. The module provides exercises to develop reading, writing, and listening skills, graphing techniques, individual research, and other communication skills. One module component covers the major study of physical and economic characteristics of the region using a filmstrip and student booklet, both entitled "The Golden Horseshoe." In a second component, the settlers who over the years formed the labor force of the region are described in an audiocassette tape entitled "Canadians from Many Lands." An additional student booklet entitled "The Changing

Mosaic" focuses on one important pattern of immigrant settlement in Metropolitan Toronto. (SW)

ED 225 345

FL 013 310

Swain, Merrill Lapkin, Sharon

Evaluating Bilingual Education: A Canadian Case Study, Multilingual Matters 2.

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-905028-09-0

Pub Date—Sep 82

Note—127p.

Available from—Multilingual Matters Ltd. Bank House, 8A Hill Road, Clevedon, Avon ES21 7HH, England (paperback, ISBN-0-905028-09-0, 3.90 pounds; hardback, ISBN-0-905028-10-4, 8.90 pounds).

Pub Type—Reports - Evaluative (142) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Bilingual Education, *Bilingual Education Programs, Bilingualism, Elementary Secondary Education, *French, *Immersion Programs, Language of Instruction, Language Skills, *Program Effectiveness, Student Adjustment

Identifiers—Ontario

A decade of research on immersion programs in Ontario is synthesized. The immersion programs studied over this period include three major alternatives: early total French immersion, early partial French immersion, and late partial French immersion. The programs all serve an English speaking students population, devote at least one half of each school day to instruction in French, and use the same curriculum content as the regular English program. The specific programs included in this synthesis are described and their effects on French and English language skills, academic outcomes, and social psychological adjustment are summarized. Questions raised by the research involve effective teaching strategies and research design. Overall, the three types of French immersion programs have been successful in promoting advanced French language skills. This success is attributable in part to parental involvement, optional participation, positive attitudes toward French, and the majority group membership of the participants. A bibliography includes a comprehensive listing of reports, articles, and books which relate to immersion education in Canada and the United States. (RW)

ED 225 346

FL 013 313

Tonkin, Humphrey

The Global Imperative and the Teaching of European Languages.

Pub Date—Apr 82

Note—13p.; Paper presented at the Annual Language Conference (7th, University Park, PA, April 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Second Language Programs, *Cross Cultural Training, Developing Nations, *Global Approach, Higher Education, Indo European Languages, *Modern Language Curriculum, *Second Language Instruction, *World Problems
The culture of the United States has been based on assimilation, in which new immigrants tend to put aside their past, including their linguistic past, and merge with the rest of society. As the United States economy becomes more intertwined with that of the rest of the world, these patterns are changing, and there is now a greater recognition of cultural heterogeneity. This recognition is in large measure bypassing Europe, the influence of whose languages in other parts of the world has also changed profoundly. How can the teacher of languages respond to this change? First, the teacher should show how language functions as a social institution. Second, the teacher must go beyond the high culture of the metropolis and give consideration to the linguistic diaspora to the use of European languages also in the Third World. In this curricular reform, the teacher can work with colleagues in other fields individually or in groups, make changes in classroom materials, and learn from the experience of colleagues in other institutions. (Author)

ED 225 347

FL 013 362

Lutjeharms, Madeline

Testing Reading Comprehension: An Example from German for Academic Purposes.

Pub Date—Aug 82

Note—13p.; Paper presented at the International Symposium on Language for Special Purposes (Eindhoven, The Netherlands, August 2-4, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dutch, *German, Higher Education, Languages for Special Purposes, *Reading Comprehension, *Reading Tests, Second Language Instruction, Teacher Made Tests, Test Construction, Test Reliability

An approach to testing reading comprehension among Dutch speaking university students of German for academic purposes is described. The test items were designed to reflect the most typical comprehension errors made by speakers of Dutch when reading German academic discourse. The most frequent errors were due to vocabulary and declension difficulties. After reading a German language text, students are given open-ended questions about excerpts involving these problem areas. The questions require the students to provide loose translations of phrases from the text. Use of the first language for response eliminates the effect of productive skills. The open-ended items discriminate better than multiple choice items because the context is necessary for the right solution. The approach and variations have been tried several times with a group of 23 students, and the results compared and analyzed for reliability and validity. Reliability was found to be high, and correlations between detailed and global comprehension were low. Choice of test and item content is discussed. (RW)

ED 225 348

FL 013 366

Buteau, M. Gougeon, H.

Evaluation of the Bilingual Kindergarten and Follow Up Programs: St. Joseph Elementary School, Town of Mount Royal, Third Progress Report.

McGill Univ., Montreal (Quebec). Faculty of Education.

Pub Date—Aug 82

Note—91p.; For second progress report, see ED 208 662.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education Programs, Bilingualism, Communicative Competence (Languages), Educational Research, *French, Language Research, Primary Education, *Program Evaluation, *Second Language Programs, Social Studies

Identifiers—*Quebec (Town of Mount Royal)

The third progress report is presented on the evaluation of a bilingual kindergarten program and a social studies follow-up program in grades 1 and 2. The focus is on the first cohort, presently in grade 2, on a second cohort in grade 1, and on a third cohort in kindergarten. The purpose of the program was to initiate French instruction in kindergarten in order to prepare students for the integrated social studies program and for eventual immersion in grade 6. The three parts of the report focus on the assessment of pupil achievement; participants, instruments and testing procedures; test results; and evaluation of program objectives. The extensive analyses indicate that pupil progress in content knowledge, in English, and in French was significant. The students had acquired general notions and knowledge in social studies while learning as much English and substantially more French than the pupils following the regular English program. From the point of view of parents and teachers, the program was considered advantageous. Statistics, sample questionnaires, and testing instruments are appended. (AMH)

ED 225 349

FL 013 369

Von Elek, Tibor

Test of Swedish as a Second Language: An Experiment in Self-Assessment. Work Papers from the Language Teaching Research Center, No. 31.

Gothenburg Univ. (Sweden). Language Teaching Research Center.

Pub Date—May 82

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Autoinstructional Aids, Immigrants, Language Proficiency, Language Skills, *Language Tests, *Second Language Learning, *Self Evaluation (Individuals), *Swedish, Testing Identifiers—Sweden

A self-assessment test of Swedish as a second language is described. The test was designed as a self-diagnostic instrument for adult migrants to Sweden studying Swedish at labor training centers. The 1,500-item test provides students with information about their Swedish proficiency level as well as the proficiency needed for their professional training. The test items are arranged under six skill areas: vocabulary, grammar, listening comprehension, reading comprehension, oral proficiency, and written proficiency. In each skill area, students rate their own understanding of each item. Thus, students can diagnose their specific weaknesses in relation to their proficiency requirements and work to correct them. The first version of the test was administered to 300 adult migrants enrolled in Swedish courses. An oral followup procedure was conducted by the teachers to verify whether the subjects actually knew the items they claimed to know in the self-assessment procedure. The results showed that the students' self-judgments were highly reliable. The students reported that they enjoyed the test and viewed it as a non-threatening teaching aid rather than a test. Sample items from the test are appended. (RW)

ED 225 350 FL 013 382

Masciantonio, Rudolph. *And Others*. **Legal Latin. Teacher's Guide. Tentative Edition.** Philadelphia School District, PA. Div. of Foreign Language Education.

Pub Date—83

Note—100p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Class Activities, *Cultural Education, Elementary Secondary Education, *Latin, Learning Modules, *Legal Education, Lesson Plans, Second Language Instruction, *Vocabulary Development

Identifiers—Pennsylvania (Philadelphia)

This guide is intended to assist Latin teachers and English teachers with background in Latin to expand the English vocabulary and reading skills of students through the study of Latin roots, prefixes, and suffixes. It is also intended to familiarize students with aspects of classical culture and its impact; to introduce orally some basic Latin; and to stimulate interest in the study of language and the humanities. An introduction provides general notes on teaching Latin in the Philadelphia School District and notes on the use of the guide. This section includes notes on scheduling, staffing, articulation with other materials, the organization of each lesson, general teaching hints, and an overview of the material to be taught in this unit. The main part of the guide presents 13 lesson profiles and a unit review lesson. Each profile contains objectives, instructions, materials to be used, and the vocabulary and other necessary information. A selected annotated bibliography and summary of the classical pronunciation of Latin are appended. (AMH)

ED 225 351 FL 013 383

Fischer, Ruth Emily

An Error Analysis of the Oral Production of Korean Adults Learning English.

Pub Date—82

Note—94p; Master's Thesis, George Mason University.

Pub Type—Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, *English (Second Language), *Error Analysis (Language), Interlanguage, Language Processing, *Language Usage, *Morphemes, Second Language Learning, *Speech Communication

Identifiers—*Koreans

An error analysis of the oral production of Korean adults learning English was performed on informant speech samples, using Corder's Algorithm for providing data for description of idiosyncratic dialects as a guide for determining error. The procedures of error analysis and morpheme acquisition studies were combined to address the following questions: (1) which errors occur most often in oral Korean English, (2) whether there is an order of difficulty of these morphemes for the group, and (3) whether a natural order of accuracy could be found for these

morphemes when the orders of accuracy for three proficiency levels were compared. Examination and analysis of the data revealed the existence of a significant correlation between the three composite orders of accuracy. Explanations for shifts in the rank order of certain morphemes between levels are offered, and implications of the study for English as a second language teachers are explored. (Author-AMH)

ED 225 352 FL 013 393

Wilson, Robert J. Connock, Marilyn I.

An Assessment of the 50/50 Programme in the English Sector Schools.

Ottawa Roman Catholic Separate School Board (Ontario).

Pub Date—Feb 82

Note—260p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, Educational Objectives, Elementary Education, English, French, *Immersion Programs, *Language of Instruction, Language Skills, *Program Effectiveness, Program Evaluation

Student achievement in grades kindergarten through four in the partial immersion program of the Ottawa Roman Catholic Separate School Board was investigated. Achievement in English and French language arts, mathematics, social studies, and science was assessed using instruments referenced to learning objectives. Student and teacher background questionnaires were also developed and used in the study. The results are reported and compared to those of students in unilingual programs. The overall results show that the partial immersion students are performing satisfactorily and comparably to students in other programs. A more detailed analysis of the results reveals ways in which the instructional emphases limit students' learning and performance. Program objectives that emphasize applications to real-life situations are among the least taught in the program. Therefore, performance is weakest in these areas and strongest in the most passive skill areas such as listening. Recommendations are made regarding policies, resource personnel, and followup testing. Evaluation instruments, criteria, questionnaires, and results are appended in a separate volume. (RW)

ED 225 353 FL 013 394

Youssef, Anga A. Martinez, Rodolfo

Towards the Establishment of a Field-Based Doctoral Program in Bilingual/Bicultural Education: The Wayne State University Model.

Pub Date—[82]

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Cross Cultural Training, Degree Requirements, *Doctoral Programs, Field Experience Programs, Higher Education, *Program Descriptions, *Teacher Education Programs, Teaching Methods

Identifiers—*Wayne State University MI

The doctoral level bilingual/bicultural program described here is intended especially for Arabic and Spanish bilingual education students who are involved in administrative or teaching positions in the schools. An interdisciplinary approach is used and three types of faculty are employed, a core-bilingual and a core-support faculty from the university, and outside core consultants. The program description focuses on three aspects: (1) theoretical and methodological frameworks; (2) pragmatic aspects; and (3) course content, course descriptions, and credit requirements. Bilingual/bicultural education is viewed as an integrative approach with emphasis on the native and second language components and cross cultural training. The pragmatic aspects described concern arrangements for students to continue their careers in the schools, to use their work situation as a laboratory for their research, and to sharpen their administrative, pedagogical, and research technique skills. The final part described the 100-semester hour program of required courses and dissertation policies. The program covers foundations in education, concentration on minor areas, research techniques, non-dissertation and dissertation research, nonprofessional education, non-education requirements, and the language proficiency requirement. In conclusion, the advantages of such a field-based program are discussed. (AMH)

ED 225 354

Kahn, Lisa

Culture and Language Maintenance through the Kaffeekranzchen.

Pub Date—[Dec 81]

Note—9p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Cultural Background, *Discussion Groups, *German, Group Activities, *Language Maintenance, Language of Instruction, Teaching Methods

Identifiers—Texas

The use of informal group settings such as kaffeekranzchen for the maintenance of German language and culture among adult speakers is reported. Regular bimonthly kaffeekranzchen were held by a native German speaker at the suggestion of several German-Texan women, ranging in age from 40 to 79, who were interested in polishing and maintaining their German language skills. The nine rural participants spoke a slightly antiquated but comprehensible form of German. The meetings were unstructured but required that German be used for all conversation. Following an informal beginning, more structured activities such as discussion of old books and letters, holidays, and songs have been introduced. Similar groups have been organized in other Texas cities. Suggestions are made for organizing such groups and for attracting younger German American participants. Universities can expand their adult enrollment by fulfilling the need for informal language maintenance programs among ethnic Americans. (RW)

ED 225 355 FL 013 396

Clark, Raymond C. And Others

The ESL Miscellany: A Cultural and Linguistic Inventory of American English. Resource Handbook Number 2.

Pub Date—81

Note—275p.

Available from—Pro Lingua Associates, 15 Elm St., Brattleboro, VT 05301 (\$12.50).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Course Content, Cultural Traits, *English (Second Language), Grammar, Idioms, Lesson Plans, *North American English, Paralinguistics, Second Language Instruction, Speech Communication, Standard Spoken Usage

Lists of topics and elements in American English are provided for use in developing English as second language (ESL) materials and lessons. The 128 lists are presented under five categories: (1) examples of grammatical forms; (2) common communicative situations, topics, and functions; (3) aspects of American culture; (4) metalinguistic factors such as spelling, symbols, and abbreviations; and (5) paralinguistic aspects such as gestures. These lists are not intended to provide rules for usage but rather references to what can be covered in the ESL classroom. Among the specific topics covered are verb tenses, irregular verbs, idioms, shopping, employment, holidays, sports teams, and television programming. A framework for lesson planning is also provided. (RW)

ED 225 356 FL 013 397

Mohr, Eugene V.

Examining the English Examination. A Study of the Linguistic Content of ESLAT.

College Entrance Examination Board, Hato Rey, PR. Puerto Rico Office.

Pub Date—78

Note—20p.

Available from—Puerto Rico Office of the College Entrance Examination Board, Apartado 1275, Hato Rey, Puerto Rico 00919 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *English (Second Language), Error Patterns, *Interference (Language), *Language Tests, Secondary Education, Standardized Tests, *Stress Variables, Testing, *Test Validity

Identifiers—*College Entrance Examination Board, Puerto Rico

An analysis is presented by the Puerto Rico office of the College Board of the English as a Second Language Achievement Test (ESLAT), which was undertaken to measure the specifications and item content of the examination against the students' performance. The report, based on 400 randomly selected structure items used in one or more ver-

sions of ESLAT, focuses on an examination of differences in question form, success of the distractors, linguistic factors affecting item difficulty, and ways these factors operate on student responses to certain areas of grammar. The linguistic factors examined are frequency of occurrence in common usage, range of applicability, variability, interference, and reinforcement of an English language pattern by a native language pattern. After the study of the interplay of these factors, the language areas tested by the 400 items are divided into four levels of difficulty and significant correlations between certain language areas and difficulty levels are discussed. In addition to the structure items, 10 reading selections are examined and discussed. Finally, an attempt is made to relate the ESLAT results to the emphases in the textbooks used in Puerto Rican public high schools. It is concluded that, while the ESLAT is an excellent testing instrument, interference problems are still a major source of difficulty for English as a second language students. (AMH)

ED 225 357 FL 013 402
Pluto, Joseph A.

The Use of Games in Teaching a Second Language in the Classroom: A Workshop.

Pub Date—82

Note—12p.; In "Selected Papers from the Illinois TESOL/BE Annual Convention" (10th, Chicago, IL, February 26-27, 1982).

Pub Type—Speeches/Meeting Papers (150) — Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Cultural Education, *Educational Games, *English (Second Language), Instructional Materials, Language Fluency, *Language Skills, Learning Activities, Listening Comprehension, Reading Skills, *Second Language Instruction, *Teaching Methods, Writing Skills

Using games in the classroom is discussed as a means of promoting the learning of second language structure, fluency, and culture, and complementing concept development and learning. Attention is directed to the development or adaptation of games to the English as a second language curriculum and the development of games to meet specific needs. It is suggested that when students are involved in games, natural use of language occurs. In the application of games to the second language classroom, it is possible to use a game in such a way that the target language skill is incidental to the play and winning of the game, but language skills would be learned and practiced at the same time. Games that are tied to specific cultures are also noted, and adaptations of Lotto, and Bingo for classroom use are addressed. It is recommended that students make their own game boards and cards in order to practice lettering, writing, and reading, and that multiple sets of any game be made so that small groups of students can play the game at one time. The board game format can be adapted to other skills areas such as listening comprehension and repetition of sounds or sentences. It is concluded that games are a good alternative to language drills which are often confusing, practiced with no real context of meaning, and dull. (SW)

ED 225 358 FL 013 403

Weininski, Virginia

With Robert Frost in Tesolonia.

Pub Date—82

Note—30p.; In "Selected Papers from the Illinois TESOL/BE Annual Convention" (10th, Chicago, IL, February 26-27, 1982).

Pub Type—Speeches/Meeting Papers (150) — Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Discussion (Teaching Technique), Educational Games, Elementary Secondary Education, *English (Second Language), Instructional Materials, Learning Activities, *Poetry, *Pronunciation Instruction, Questioning Techniques, *Spelling Instruction, Teaching Methods, Visual Aids, *Vocabulary Development

Identifiers—*Frost (Robert)

A teacher's guide and exercises for teaching poetry by Robert Frost to English as a second language students are presented. Suggestions are presented for developing meanings for words and other meaningful units through the use of realia, pictures, demonstrations, definitions, context clues, paraphrasing, completion exercises, solving and creating riddles and puzzles, creating diorama, and translation. The following poems are examined: "Dust of

Snow," "Stopping by Woods on a Snowy Evening," and "The Road Not Taken." For each poem, sequenced questions that will result in the story being recapitulated and discussion questions are presented, along with a paraphrase of the poem. Suggestions for helping students memorize the poem, and pronunciation words are offered, and word lists, including rhyming words, are presented. It is suggested that students' vocabulary can be expanded through the use of demonstration, and completion exercises can be used as a learning activity and/or an evaluation activity. Vocabulary development can focus on the poem's synonyms, antonyms, homonyms, which are listed, along with word definitions. Words for spelling practice are listed in six ways: the order in which they appear in the poem, reverse order, alphabetical order, reverse alphabetical order, and the order of word length (shortest to longest and longest to shortest). Riddles and puzzles are also included. (SW)

ED 225 359 FL 013 404

Hamp-Lyons, Elizabeth

Survey Review of Materials for Teaching Advanced Listening and Note-Taking.

Pub Date—82

Note—14p.; In "Selected Papers from the Illinois TESOL/BE Annual Convention" (10th, Chicago, IL, February 26-27, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aural Learning, College Bound Students, College Students, *English (Second Language), Foreign Students, Higher Education, Language Skills, Language Tests, *Lecture Method, *Listening Skills, *Notetaking, Secondary Education, *Study Skills, *Textbook Content

Eight commercially-available listening and note-taking courses are reviewed and a matrix for comparing their characteristics is presented. "Listening and Note-Taking" (Virginia Yates) was written for college-bound high school students and college students who need to improve listening and note-taking skills, while the "Sack-Yourman Study Skills Program" (Allan Sack, Jack Yourman) was designed for underachieving high school seniors and college freshmen. "ALA Lectures for Listening Comprehension" (William S. Annand) consists of a small booklet and seven taped mini-lectures that simulate a university classroom and that are designed to help students with the "Talks and Conversations" section of the "Test of English as a Foreign Language." "Collins' Listening Comprehension and Note-Taking Course" (K. James, R. R. Jordan, A. J. Matthews) prepares foreign college-bound students to follow lectures and to write adequate notes on lectures in English, while "Listening Focus" (Ellen Kissinger, Michael Rost) was designed to help students achieve a more advanced stage of listening for lectures, broadcasts, and discussions. The British publication "Take Note" (Michael Berman), consists of 24 taped short passages in a variety of accents and a slim book of transcripts and model notes for each passage. "Listening Contours" (Michael Rost, Athenee Francois) consists of a student book, transcript, sample notes, and answer key. Lastly, "Better Listening Skills" (Jean Sims, Patricia Wilcox Peterson) is an intermediate listening course containing five lectures. (SW)

ED 225 360 FL 013 405

Menges, Patricia A. Kelly, Michael G.

Effective Use of the Native Language with English in Vocational Education for Limited English Proficiency Students.

Pub Date—82

Note—13p.; In "Selected Papers from the Illinois TESOL/BE Annual Convention" (10th, Chicago, IL, February 26-27, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Bilingual Teachers, Community Colleges, Employment Potential, *English (Second Language), Higher Education, Instructional Materials, *Job Skills, *Language Skills, *Limited English Speaking, Vocabulary Development, *Vocational Education

Identifiers—*Waubensee Community College IL

Vocational education for limited English proficiency (LEP) students at Waubensee Community College, Illinois, which includes a vocational English as a second language (VESL) course, is described, with examples from the tool training

program. With state funding, the Waubensee's LEP project for vocational education offers short-term, part-time training designed to develop skills for entry-level employment, job upgrading, and/or further education. The project provides data for statewide/local planning and implementation of vocational programs for LEP students, based on two instructional models—bilingual and nonbilingual—and also a comparative evaluation of each model's adaptability. Both models rely on English as the primary language of instruction and use vocational materials in English as their core. In the bilingual instructional model, however, the instructors and certain materials are bilingual (English-Spanish/Lao/Vietnamese). The strengths of bilingual vocational education for LEP students include: (1) promoting student comprehension; (2) clarifying subtechnical vocabulary; (3) assisting instructors' evaluation of student's skills acquisition; and (4) boosting students' self-confidence. Weaknesses of this approach include: The possibility that use of native language(s) will hinder students' improvement of their job-related and general purpose English skills; the variety of students' native language proficiency levels; and the double difficulty for students if the new technical vocabulary is taught bilingually. The linguistic complexity and the formats of traditional vocabulary textbooks as well as vocational materials developed for LEP students are discussed. (SW)

ED 225 361 FL 013 406

Schauber, Ellen Moses, Rae

Bilingual Control in Families.

Pub Date—Feb 82

Note—9p.; In "Selected Papers from the Illinois TESOL/BE Annual Convention" (10th, Chicago, IL, February 26-27, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, *Child Language, Cultural Context, *Decision Making, English, *Family Environment, French, Grandparents, *Language Acquisition, Parents, Second Language Learning, *Young Children

The goal of this study is to find salient conditions and categories of conditions that seem to be important factors in parents' control over their children's early linguistic environment. Five families in a small academic community in the U.S. Midwest were identified. One parent was a native speaker of English (L1) and the other, a native speaker of French (L2). Open ended interviews were used in an attempt to discover the conditions which seem to be necessary and those which are generally typical of families in which there is a goal of childhood bilingualism. The conditions and their interrelationships are categorized in relation to the initial decision, the source of L2, and changes which affect the implementation of the initial decision. Important conditions regarding the initial decision seem to be emotional attachment to L2 and the language spoken between the parents before the birth of their child. The presence of monolingual grandparents is an important condition for implementation and one that will change over time. Additional effects on implementation, not present at the time of the initial decision, such as birth of other children and entrance to school, may affect parental implementation of the initial decision. All the conditions can be conscious or accidental; all affect in one way or another children's acquisition of both languages. (AMH)

ED 225 362 FL 013 407

Nathan, Geoffrey S.

Natural Phonology Interference in Second Language Acquisition.

Pub Date—Feb 82

Note—9p.; In "Selected Papers from the Illinois TESOL/BE Annual Convention" (10th, Chicago, IL, February 26-27, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Interference (Language), *Interlanguage, Language Research, Linguistic Theory, *Phonemes, *Phonology, *Second Language Learning

The natural phonology theory, related to European structuralism, makes two fundamental assumptions: (1) phonemes are mental images of the sounds of language, and (2) phonological processes represent subconscious mental substitutions of one sound or class of sounds for another that are the natural response to the relative difficulties of sound

production. The processes are either fortifications, that is, they ensure perceptual clarity in pronouncing different words; or they are lenitions, that is, they represent change toward articulatory simplicity enabling the vocal apparatus to do less work. It is posited that these processes are not learned by speakers in acquiring their language, but are a universal response to difficulties presented by physical and perceptual limitations of human nature. Evidence is reviewed showing that these processes are found in the description of the development of various languages, and in the pidginization process. Difficulties encountered in first and second language learning seem to bear out the natural phonology theory. Natural phonology predicts that second language learners will substitute "easier" sounds for those that do not exist in their native languages, that they will treat similar sounds as if they were the same as those in their native language, and that some errors cannot be attributed to interference because they are due to the operation of universal phonological processes. (AMH)

ED 225 363 FL 013 408

Davidian, Richard D.

Semantic Network Model for Language Learning.

Pub Date—Feb 82

Note—16p.; In "Selected Papers from the Illinois TESOL/BE Annual Convention" (10th, Chicago, IL, February 26-27, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Learning, *Cultural Context, *Language Processing, Linguistic Theory, Listening Comprehension, *Models, Postsecondary Education, Psycholinguistics, *Second Language Learning, *Semantics, Speech Communication, Teaching Methods

A model for adult language learning is developed based on the postulates that language is semiotic, contextual, communicative, and cultural. Research in psycholinguistics has discovered that a cognitive and recognition knowledge of language underlies and is greater than performative language. The move from the first level, the semantic base, to the operational layer is a function of grammatical, phonological, and semantic patterning. The semantic patterning is a building up of semantic networks in which lexical concepts are connected among themselves by various types of relational ties, such as taxonomic, content, part-to-whole, function, material, historical, and cultural. It can be shown that the higher one goes on the grammatical and phonological hierarchies, the more generalized is the contextual meaning, and the more specific is the lexical meaning. In the semantic hierarchy, the story level is where cultural meaning predominates and so would be the lowest level for initiating new language learning. According to the model, classroom teaching would have two procedures and related goals: laying the pre-semantic base by immersing students in the language through use of culturally relevant stories, and providing a variety of objective and subjective focusing activities requiring activity on the part of students. It is claimed that use of the model will enable students to become competent in useful linguistic and situational contexts. (AMH)

ED 225 364 FL 013 409

Perkins, Kyle Bruten, Sheila R.

The Effects of Word Frequency and Contextual Richness on ESL Students' Word Identification Abilities.

Pub Date—Feb 82

Note—20p.; In "Selected Papers from the Illinois TESOL/BE Annual Convention" (10th, Chicago, IL, February 26-27, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Context Clues, Decoding (Reading), *English (Second Language), Higher Education, *Language Proficiency, Language Research, *Reading Comprehension, Second Language Learning, *Word Recognition

Some of the major research on the effects of meaning, frequency, context, and redundancy on word identification in first language reading comprehension is reviewed. The research indicates that the ability to identify words accurately and automatically has a direct effect on comprehension; at the same time comprehension affects word identification. A study is reported that applied the research findings and the methodology and results of previ-

ous studies to an investigation of reading comprehension among less advanced and more advanced students of English as a second language (ESL) at Southern Illinois University. Context, frequency, and the subjects' proficiency level were examined in individually administered tests using synonymous word pairs occurring in three levels of sentence context. For this study, the variables of course level, context, and frequency were found to affect word identification. The fact that the advanced students could identify target words with fewer visual cues than the less advanced students was taken to indicate that the ability to use context is a function of increased attained ESL proficiency. The influences of contextual richness and frequency on comprehension were found to be consonant with findings of the studies of first language comprehension on which the present study was based. (AMH)

ED 225 365 FL 013 410

Scholz, Celeste M.

An Advanced Reading and Writing Course for Science Students.

Pub Date—May 82

Note—11p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English for Special Purposes, Graduate Study, Higher Education, *Reading Instruction, *Second Language Instruction, *Writing Instruction

Identifiers—*English for Science and Technology

In July and August of 1980, material writers at the University of California-Los Angeles designed a course that would focus on the various reading and writing skills that science scholars would need for successful graduate study in the United States. The scholars were advanced learners of English from various science fields, and the course was to be taught in the People's Republic of China. Integration of reading and writing was accomplished through the careful selection of a series of articles from professional journals treating several topics so that the result was a number of articles per topic. Reading exercises were then written for these articles and for essays on the philosophy of science. Some of the skills treated included skimming, vocabulary through context, reading for the main idea and supporting details, and summary through paraphrasing. In addition, the course emphasized the rhetorical functions most common to scientific writing, such as process and physical description, classification, definition, cause-and-effect, listing, and comparison. Treatment of the rhetorical functions involved both recognition in the reading and production in the required writing. Finally, the topics about which the students wrote necessitated the synthesis of the articles read or demonstration of application pertinent to the student's own field. (Author/AMH)

ED 225 366 FL 013 411

Ramsey, Robert M.

Second Language Component at the American Graduate School of International Management.

Pub Date—May 82

Note—31p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, *Audiolingual Methods, *Business Administration Education, Global Approach, Higher Education, International Education, *Language Attitudes, *Modern Language Curriculum, *Second Language Programs, *Student Attitudes, Surveys

The American Graduate School of International Management (AGSIM) in Glendale, Arizona, founded in 1946, has a tripartite curriculum incorporating modern language instruction, international studies, and world business. All students at AGSIM are required to achieve conversational proficiency in at least one of the eight languages taught there. Analysis of a survey of student attitudes towards learning and speaking foreign languages gives insights into the second language component (L2) at the school. Generally speaking, the students thought that L2 learning was worthwhile; 73.5% plan to learn additional languages, mainly for

professional reasons. Most of the students found the audiolingual approach used by the school to be worthwhile and challenging. While 52% of the students thought they could get by without a foreign language, they felt that L2 proficiency makes their skills more marketable. It is suggested that the language teaching profession might play a role in expanding corporate concern for the linguistic and cultural aspects of doing business abroad by accommodating itself to real-world requirements. Appendices and tables distributed throughout the report provide statistics on students and their responses to the attitudes measure that is analyzed. (AMH)

ED 225 367 FL 013 413

Adv. Ellen

A Comparative Evaluation of Three French Immersion Programs: Grades 10 and 11.

Protestant School Board of Greater Montreal (Quebec).

Spons Agency—Quebec Dept. of Education, Quebec.

Pub Date—Nov 80

Note—54p.; Paper presented at the Annual Convention of CAIT (4th, November, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Communicative Competence (Languages), Comparative Analysis, Educational Research, *French, Grade 10, Grade 11, *Immersion Programs, Listening Comprehension, Reading Skills, Secondary Education, Second Language Learning, Writing Skills

Identifiers—*Quebec (Montreal)

A study was conducted to assess the French language proficiency of grade 10 and grade 11 students from three different French immersion programs: early, grade 7, and grade 7/8 immersion. English and French control groups were included in the study. The results indicate that: (1) the three immersion groups scored significantly higher than the English control group on most measures; (2) the only significant difference between the early immersion and the grade 7/8 immersion groups was on the global evaluation of the grade 10 compositions; (3) in grade 11, the early immersion and the grade 7/8 immersion groups scored significantly higher than the grade 7 group on all but the oral production test and the grammatical component of the compositions; (4) there were fewer significant differences in grade 10 than in grade 11; and (5) all immersion groups scored significantly lower than the French control group on the production tests. These findings lead to the conclusion that differences seem more pronounced on overall communicative competence than in specific measures, and that students in more intensive immersion programs can develop native-like competence in comprehension, but not in production. Suggestions are given for specific approaches to second language teaching in immersion programs. (Author/AMH)

ED 225 368 FL 013 414

Adv. Ellen

Starting French in Kindergarten: The Effects of Program, Mother Tongue and Other Linguistic Experience on Second Language Development.

Protestant School Board of Greater Montreal (Quebec).

Spons Agency—Quebec Dept. of Education, Quebec.

Pub Date—Nov 80

Note—65p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingualism, *Communicative Competence (Languages), *Comparative Testing, *French, *Immersion Programs, Immigrants, Kindergarten Children, Language Processing, Language Proficiency, Listening Comprehension, Multilingualism, Primary Education, *Second Language Learning, Speech Communication

Identifiers—*Quebec (Montreal)

A study was carried out to assess the French language proficiency of kindergarten students enrolled in a French early immersion program and two "classes d'accueil," that is, a special program for non-French speaking immigrant children. The particular focus of the study was to investigate whether the level of proficiency in French is influenced by the structure of the native language and the learner's knowledge of a third language. Also, the students' proficiency in their native language was examined and, where applicable, their proficiency in a third language. Second language listening and oral pro-

duction skills were measured in French and English; native language skills were assessed in French, English, and Greek. In French, the early immersion group scored significantly lower than the two Accueil groups on most measures. There was no significant difference between the Accueil groups and the native French control group on the comprehension test, but the Accueil groups scored significantly lower than the control group on the production tests. These and other results are discussed in terms of program intensity, contact with francophone peers, structural similarities between native and second language, and the level of proficiency of the learner's third language. Statistical analyses and the tests used are appended. (Author/AMH)

ED 225 369 FL 013 415

Adin, Ellen
An Analysis of Second Language Performance in an Early French Immersion Program: Grades 3, 4 and 5.

Protestant School Board of Greater Montreal (Quebec).

Spons Agency—Quebec Dept. of Education, Quebec.

Pub Date—Sep 80

Note—67p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiolingual Skills, *Communicative Competence (Languages), Elementary Education, *Error Analysis (Language), Fles, *French, Grade 3, Grade 4, Grade 5, *Immersion Programs, Language Research, Language Usage, *Second Language Learning, Skill Development, *Syntax, Testing

Identifiers—*Quebec (Montreal)

Research was conducted to investigate the development of linguistic competence in early French immersion programs. Fifty-five students in grades 3, 4, and 5 were administered a test of oral production in French. Twenty-seven grammatical features were examined by means of a detailed error analysis. The results show that there was little improvement in performance from grade 3 to grade 5, and the features that were mastered at the end of grade 5 were either "unmarked" or invariant forms. The results were then compared to those previously obtained for grades 1 and 2. The comparison shows that competence in the second language improves from first to third grade and then remains stable from grade 3 to grade 5. Possible reasons for these findings are discussed in terms of intensity of instruction at each grade level, and the basic approach to second language teaching in immersion programs. Suggestions are made for the integration of second language teaching into the teaching of content subjects. (Author)

ED 225 370 FL 013 416

Adin, Ellen
Some Observations on the Nature of Language Transfer in the Simultaneous Acquisition of Two Second Languages.

Protestant School Board of Greater Montreal (Quebec).

Pub Date—Mar 81

Note—33p.; Paper presented at the Conference on Applied Linguistics (9th, Ann Arbor, MI, March 1-2, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Code Switching (Language), *Error Analysis (Language), *French, *Hebrew, *Immersion Programs, Interference (Language), *Multilingualism, Primary Education, *Second Language Learning, Speech Communication, Syntax, Transfer of Training, Vocabulary

Identifiers—*Quebec (Montreal)

This study examines the occurrence of transfer in the simultaneous acquisition of French and Hebrew by 57 native English-speaking children in a primary grades French/Hebrew immersion program in Montreal. The study focuses on three issues: (1) whether transfer of genetically related first and second languages differs quantitatively and qualitatively from transfer of non-related languages, (2) the characteristics that underlie grammatical and lexical transfer, and (3) the extent of transfer between two second languages being learned simultaneously. The children were administered an oral production test using two techniques, a short interview and a picture-based test. Errors in French and Hebrew were classified as interlingual, intralingual, and ambiguous. The results indicate similarities in the way

transfer operates in the two languages as well as differences in performance. Certain types of syntax and lexical errors occurred less frequently in Hebrew than in French, possibly because French is genetically related to English. Lexical transfer is more likely to occur than grammatical transfer, and lexical transfer diminishes more rapidly. Grammatical errors were produced systematically by most learners, possibly because the production of grammatical structures is less influenced by communicative strategies than the production of lexical items. (AMH)

ED 225 371 FL 013 417

Adin, Ellen
Survey of Students Switching out of Immersion and Post-Immersion Programs.

Protestant School Board of Greater Montreal (Quebec).

Pub Date—Sep 79

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Course Evaluation, Educational Research, *French, *Immersion Programs, Language Research, School Surveys, Secondary Education, *Student Attitudes

Identifiers—*Quebec (Montreal)

Documentation of immersion and post-immersion (secondary level) programs in the Montreal area shows that students are switching from post-immersion to regular programs, which include French as a second language. A survey was undertaken in the spring of 1979 to assess the number of students switching out of post-immersion classes, the grade level at which they switch, and their reasons. Two-part questionnaires were distributed to 222 students who had switched to regular programs. These instruments asked for (1) background information, including languages spoken at home; (2) information on the types of immersion program they had attended; and (3) their ratings of courses in their last year of immersion and of post-immersion in terms of interest, degree of difficulty, and amount of work demanded. Finally, students were asked to give their reasons for leaving the post-immersion program. The results are summarized in the text of the report as well as in appended tables. Generally, reasons given for switching out of post-immersion programs were either the demands made by the courses or low marks achieved in the courses. However, the predominant rating given for most courses was average. It might be, therefore, that the courses were not sufficiently interesting to warrant the amount of work they demanded. (AMH)

ED 225 372 FL 013 418

Adin, Ellen
A Comparison of Early Immersion and Classes d'Accueil Programs at the Kindergarten Level.

Protestant School Board of Greater Montreal (Quebec).

Spons Agency—Quebec Dept. of Education, Quebec.

Pub Date—Dec 79

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Educational Research, *Fles, *French, *Immersion Programs, Immigrants, Kindergarten Children, *Language Proficiency, Language Research, Language Tests, Listening Comprehension, Primary Education, *Second Language Learning, Speech Communication, *Testing

Identifiers—Elicitation Techniques, *Quebec (Montreal)

A study was carried out to assess the French language proficiency of students enrolled in two different programs at the kindergarten level in Montreal: an early immersion program and a "class d'accueil" program. Three groups of students were tested: (1) an early immersion class; (2) a "classe d'accueil," or class for immigrant children, located in a French school; and (3) a "class d'accueil" located in an English school. A group of francophone students was included for comparison purposes. French language proficiency was measured by an oral comprehension test, an elicited imitation test, and an oral production test. Analysis of the data yielded the following results: (1) there were no significant differences between the immersion group and the two "accueil" groups on the oral comprehension test, (2) both "accueil" groups scored higher than the immersion group on the elicited imitation test and on most measures of the oral production test, and (3)

the "accueil" group located in a French school produced more syntactic units than the "accueil" group located in an English school. Otherwise there were no significant differences between these two groups. Some possible reasons for the differences between the immersion group and the "accueil" groups are discussed. Copies of the tests used are appended. (Author/AMH)

ED 225 373 FL 013 419

Cake, Cathy Menasche, Lionel
Improving the Communication Skills of Foreign Teaching Assistants.

Pub Date—May 82

Note—18p.; Paper presented at the Annual Conference of the National Association for Foreign Student Affairs (34th, Seattle, WA, May 24-27, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communicative Competence (Languages), *Conversational Language Courses, Course Content, *English (Second Language), *Foreign Students, Higher Education, Interviews, *Second Language Instruction, *Teaching Assistants, Testing

A program was developed at the University of Pittsburgh to improve the English language proficiency of foreign teaching assistants (TA's) in order to alleviate communication problems between them and the undergraduates in their classes. Three aspects of the program are described: (1) interdepartmental procedures, (2) testing procedures, and (3) objectives of the special speaking class. First, the program is coordinated by the dean, and carried out by the English Language Institute. The final decisions are made by the department in which the TA is majoring. Secondly, the testing process is a structured oral interview in which the major criterion of assessment is pragmatic effectiveness. The interview is taped and rated by several persons including an undergraduate in a manner similar to the Foreign Service Institute oral interview. Finally, the special speaking course, offered once a year, has two objectives, namely, to improve comprehensibility and fluency as well as listening comprehension, and to provide the TA's with a cultural orientation to the American college classroom and the typical undergraduate. The program includes pronunciation work, a variety of speaking activities, and some instruction in effective classroom techniques. Appendices include the oral-English rating sheet and several speaking activities. (AMH)

ED 225 374 FL 013 420

Bayuk, Milla Bayuk, Barry S.
The Army Method Revisited: The Historical and Theoretical Backgrounds of the Military Intensive Language Programs.

Pub Date—[83]

Note—24p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiolingual Methods, *Intensive Language Courses, Language Aptitude, Language Research, Motivation, Postsecondary Education, *Psycholinguistics, *Second Language Instruction, Student Attitudes, Teaching Methods

A program currently in use by the military that gives instruction in the so-called "sensitive" languages is based on the "Army Method" which was initiated in military language programs during World War II. Attention to the sensitive language program initiated a review of the programs, especially those conducted by the military intelligence schools and the Defense Language Institute. The Army method model established itself as an efficient way to provide accelerated language training in both military and civilian educational settings. Psycholinguistic and contrastive analysis studies led to and supported the adaptation of the method in the schools during the 1960's and the adaption of the approach that became widely known as the audio lingual method. It is claimed that the Army method was successful because of effective pedagogy and efficient organizational design, as well as its interaction with affective variables such as personality factors, aptitude, intelligence, and motivation. The intensive programs developed by the Armed Forces during World War II are reviewed in terms of these variables and in light of some research on each of them. A reintroduction of the method and its widespread use in elementary and secondary schools is advocated. (AMH)

ED 225 375 FL 013 421

Curtis, Rhoda

Trials, Tribulations, Triumphs. Setting up a Language Institute in Seoul, Korea.

Pub Date—May 82

Note—24p; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Context, *English (Second Language), *Inservice Teacher Education, *Institutes (Training Programs), Language Teachers, Postsecondary Education, Program Implementation, Secondary Education, *Second Language Instruction, Teaching Methods

Identifiers—*Korea

Designing a successful institute takes skill, flexibility and awareness of intercultural and cross cultural differences. This paper presents the problems encountered in setting up the Sogang Institute for English as an International Language, as well as guidelines for persons attempting to set up similar institutes in countries where English is taught as a foreign language. The Sogang Institute opened in October 1981 with 10 teachers, all with Master's Degrees from the United States in teaching English as a second language. The responsibilities of the 3 members of the administrative staff and the 10 teachers include designing and implementing 4 curricula for 4 different kinds of students, as well as designing and carrying out an intensive, 4-week retraining program for Korean teachers of English in middle and high schools. This course was conducted under guidelines specified by the Ministry of Education and in cooperation with the staff of the General English Program at Sogang University. Also discussed are the morale problems that developed initially, and recommendations are made on the basis of hindsight and experience. The successful teacher training program, which has become an informal model for other university programs in Korea, is described in detail. The appendices include a detailed curriculum guide for the teacher training program and a selected bibliography. (Author/AMH)

ED 225 376 FL 013 422

Magrath, Douglas

Moving from Form to Function in Teaching ESL.

Pub Date—82

Note—11p; Paper presented at the Summer Meeting of Teachers of English to Speakers of Other Languages (Evanston, IL, July 16-17, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiolingual Methods, Class Activities, Communicative Competence (Languages), *Dialogs (Language), *English (Second Language), Higher Education, Lesson Plans, *Notional Functional Syllabi, *Pattern Drills (Language), *Second Language Instruction, Speech Communication, Teaching Methods, *Verbs

Identifiers—Functional Linguistics

Second language students come to the class with knowledge of a first language and with understanding of communication strategies. Creative exercises must build on this basis from the beginning of the course. Short dialogues, structure drills, and controlled grammar sequences based on a real situation should be integrated into the course from the beginning. Because English as a second language (ESL), and second language teaching in general, depends upon the spiral approach, new forms must be taught in light of what students have already learned, and continuous review must be built into daily lessons. As an illustration of how these procedures can be integrated into an ESL lesson, a model is given for the presentation of the "going to" future. The warmup portion is a conversational exercise that reviews knowledge necessary for the new structure. Next, examples are presented and the class practices the structure with various kinds of controlled drills, such as short dialogues, role plays with variations, and substitution drills using pictures and wall charts. A functional context is provided for all the exercises. During the oral practice some students can go to the board to write some of the exercises; these enable the teacher to spot sources of error and to help students connect these with possible sources in their first language. (AMH)

ED 225 377 FL 013 423

Burns, George E. Olson, Paul

Implementation and Politics in French Immersion.

Analysis, Discussion and Recommendations on the Social Effects of Implementation in Northeastern Ontario Communities.

Ontario Inst. for Studies in Education, Toronto.

Pub Date—[83]

Note—347p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Administrator Attitudes, *Bilingualism, Elementary Secondary Education, *French, *Immersion Programs, Parent Attitudes, *Political Attitudes, *Program Effectiveness, Second Language Programs, *Social Influences, Socioeconomic Status, Student Attitudes, Teacher Attitudes

Identifiers—*Ontario

A study was conducted to assess social and political factors affecting the implementation of French immersion in northern Ontario, Canada. Using a sample of eight boards in Northeastern Ontario communities, data were obtained by interviewing 17 French immersion principals and 52 immersion teachers. Data were also obtained by surveying all immersion parents associated with the 17 immersion schools, as well as immersion students in grades 6, 7, and 8. Analysis of the qualitative and quantitative data revealed that immersion children constitute a de facto elite group of students in the public and separate school systems. Parents' socio-economic status is discussed in the context of program implementation issues. Recommendations are made for improving the implementation of French immersion programs. The study suggests that the failure to develop adequate long-range implementation plans has hindered the smooth operation of these programs internally and has increased hostility needlessly among teachers and community groups external to the programs. These tensions seem to call into question the Canadian federal policy-makers' claims that French immersion is a strategy for achieving bilingualism in education is likely to reduce tensions between Anglophone and Francophone groups. Appendices include letters, questionnaires, bibliographies, and tables. (Author/AMH)

ED 225 378 FL 013 425

Petrello, Barbara A. Petrello, George J.

The Foreign Language Component of the International Business Degree Program or Interdisciplinary Cooperation between the School of Business and the School of Arts and Sciences.

Pub Date—81

Note—16p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Denver, CO, November 27-29, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, *Business Administration Education, *College Second Language Programs, Communicative Competence (Languages), *Curriculum Design, Higher Education, *International Education, *Language Proficiency

A committee was formed to examine the need for and the possible approach to foreign language instruction for International Business and International Relations students at St. Mary's University (San Antonio). Research literature of most interest to the committee described specific courses and programs in higher education, different formats ranging from mini-course to intensive semester programs abroad, and the activities of the sponsoring departments. In the course of their study the committee encountered some major problems. For example, there was resistance on the part of Business School professors to a language requirement, and on the part of the language professors to a switch from literature-oriented courses to business career-oriented language programs. There were problems with adding required courses to the Business Administration curriculum, and resistance on the part of many south Texas students to consider international business other than trade between the United States and Mexico. The committee recommended a language requirement of intermediate competency for all International Business majors and encouraged all business students to study foreign languages. It proposed the establishment of special sections of the elementary and intermediate language courses for business students and a consideration of the possibility of offering content courses in foreign languages. A selected annotated bibliography

phy is appended. (Author/AMH)

ED 225 379 FL 013 426

Proctor, Adele

Linguistic Input: A Comprehensive Bibliography.

Pub Date—[82]

Note—37p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, *Child Language, *Cross Cultural Studies, Cultural Influences, Developmental Stages, Disabilities, Exceptional Persons, *Imitation, *Language Acquisition, Language Skills, *Linguistic Competence, Parent - Child Relationship, Psycholinguistics, *Speech Communication, Verbal Development, Young Children

A comprehensive bibliography on linguistic input in the home, clinic, and/or classroom is presented. Three general categories of materials are included: language spoken to normal children, cross-cultural studies, and language spoken to special populations. Linguistic input is a term that refers to the special language register that parents use to address infants and young children. Typically, language directed to young children is contrasted with adult-to-adult conversation. Over 100 features of "baby talk" have been reported to occur cross culturally, in different socioeconomic groups and when parents address their typical children. Adults who are not parents and older children also adjust their language level when addressing infants and younger children. Bilingual behaviors (i.e., adult perceptions and the child's linguistic level) appear to interact to stimulate the use of baby talk. It is suggested there is a need to decipher these interactive behaviors to conclusively establish the relevance of linguistic input for the language-learning child. The bibliography includes an author index that indicates the category under which the author is listed. (SW)

ED 225 380 FL 013 427

Stefel, Jane

Teaching ESL in a Bilingual/Bidialectal Language

Situation.

Pub Date—82

Note—11p; Paper presented at the Annual Conference of the New York State English to Speakers of Other Languages and Bilingual Educators Association (12th, Albany, NY, October 29-31, 1982).

Pub Type—Speeches/Meeting Papers (150)—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dialects, Elementary Education, *English (Second Language), *Hispanic Americans, *Interlanguage, Language Usage, *Language Variation, Linguistic Performance, *Nonstandard Dialects, *Second Language Learning, Spanish, Spanish Speaking, Spelling, Standard Spoken Usage, Syntax, Urban Language, Vocabulary, Written Language

Identifiers—*New York (New York)

The language community of urban Hispanics in the United States and educational strategies that are appropriate for teaching English as a second language (ESL) in a bilingual/bidialectal language situation are considered. Within the New York City Hispanic community of Puerto Ricans, several varieties of English have been noted: standard English, local vernaculars of New York City, Black English, and other language varieties that represent a continuum of formal standard to informal nonstandard language. Observing the written English of ESL students can be important in creating effective teaching strategies. Differences from standard English may be placed into three traditional style groups: lexical, syntactic, and spelling. In addition, three factors may be considered regarding the student's mastery of standard English: (1) knowledge of standard English form; (2) the stage of second language acquisition, including transfer from Spanish and interlanguage; and (3) assimilation of nonstandard English form. The application of this approach is illustrated using a written English sample produced by a fourth-grade Hispanic student in an ESL class. It is concluded that by distinguishing among students' linguistic choices that are based on different strategies, teachers can better evaluate student output and the influences on English ability, which will enable proper diagnosis, assessment, and teaching approaches. (SW)

ED 225 381 FL 013 428

Carrasquillo, Angela L.

A Descriptive Study of Spanish Reading Proficiency and Training among Bilingual Elementary School Teachers.

Pub Date—[82]

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Teachers, Elementary Education, Elementary School Teachers, *English (Second Language), Language Skills, *Language Teachers, Public School Teachers, *Reading Instruction, Reading Skills, Reading Teachers, *Spanish, *Teacher Education, Teaching Methods

Identifiers—*New York (New York)

The knowledge and training of 80 bilingual elementary school teachers in the areas of Spanish language, reading skills, and reading methodology were studied. The teachers met the following criteria: they were bilingual (English and Spanish), they were licensed and currently teaching in New York City, and they had been exposed to the teaching of reading for at least 2 years in public elementary schools. It was found that the teachers had a reasonable understanding of the Spanish language in terms of philosophy, history, phonology, lexicon, morphology, and syntax, and they showed slightly less knowledge in Spanish reading skills. They appeared to have minimum competencies in Spanish language knowledge and Spanish reading skills and were not well prepared in Spanish reading methodology. Self-report information generally indicated that training in Spanish reading had been inadequate. Teachers were able to partially identify skills such as word recognition, comprehension, evaluation and analysis, and the use of skills by grades and levels. Recommendations include the following: a teacher competency assessment program with a training component should be conducted, and a list of competencies for bilingual Spanish reading teachers should be developed and field tested. (SW)

ED 225 382 FL 013 431

Stout, David F.

Communicative Methods for Use of Authentic Cultural Materials.

Pub Date—82

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Cultural Awareness, German, Higher Education, *Instructional Materials, Learning Activities, Native Speakers, Reading Comprehension, *Realia, *Second Language Instruction, *Teaching Methods

The advantages of using authentic cultural materials in teaching second languages and the development of productive activities to accompany these materials are described. Based on the notion that comprehension precedes production, authentic texts provide the second language learner with a foundation of concepts and vocabulary from which communication of actual ideas can arise. The use of materials produced by native speakers in meaningful contexts provides students with direct access to the appropriate culture. In using authentic materials, students must learn to use the portions of the text that they do understand as keys to understanding the unknown portions. Exercises should be directed at expanding from the known to the unknown. Early exercises may involve identifying the kind of text, speculating about where the text can be found, and identifying times and places mentioned in the text. The text should then be divided into manageable sections so that students can learn to make informed decisions about which items in the text should be pursued for greater comprehension. Examples of exercises based on an authentic German text are presented. Finally, understanding of authentic cultural materials will direct students' attention away from the classroom and toward the new culture. (RW)

ED 225 383 FL 013 432

Perkins, Kyle

The Application of a Stylistic Metric to English as a Second Language Compositions.

Pub Date—[82]

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *English (Second Language), Evaluation Methods, *Grammar, Literary Styles, *Readability Formulas, Reading Comprehension, Semantics, *Writing (Composition)

A formula for assessing style is described and applied to compositions written by adult students of English as a second language. Style is defined as the total effect of what is done by a writer in the composing process, including choice of words, organization, and sentence and paragraph strategies. Earlier attempts to quantify style are reviewed. The formula proposed by Williams (1979) posits that the clearest style is that in which agents and subjects coincide. It is asserted that, in English, an agent and what it does semantically are manifested redundantly by at least three grammatical structures: the grammatically defined roles of subject and predicate, the sequence of subject-agent followed by what it does, and the form class of subject-agent as a noun and what it does as a verb. Williams' metric was applied to 10 compositions and the resulting ratings were compared with ratings obtained by other means. The results indicated that Williams' metric has concurrent validity for second language compositions. (RW)

ED 225 384 FL 013 433

Bilingual Education Mandate: A Preliminary Report.

Illinois State Board of Education, Springfield.

Pub Date—May 82

Note—43p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, *Board of Education Policy, Educational Strategies, Elementary Secondary Education, *Limited English Speaking, Program Effectiveness, *State Legislation

Identifiers—*Illinois

The legislative mandate for bilingual education in Illinois was analyzed in order to evaluate the effectiveness of the mandate. Questions were addressed concerning the desired outcome of the mandate, the actual outcomes, and potential alternatives for bringing about the desired outcome. The history of the mandate for bilingual education and current issues related to the mandate were reviewed. Information was obtained through study of reports and statutes and interviews of teachers, administrators, and legislators. Among the issues reviewed were the purposes of bilingual education and the most effective ways to provide services to limited English speaking students. It was concluded that (1) the state has a compelling interest in mandating the provision of transitional bilingual education services to all limited English speaking students, (2) there is no need to mandate a particular instructional methodology for these services, and (3) the teaching of ethnic history and culture should not be required by law. Issues needing further study and recommendations for action are presented. The appendices provide legal and policy documents and evaluation questions. (RW)

ED 225 385 FL 013 434

Kuo, Joseph C. Kosuth, Robert

Radio Broadcasts from China, Series 1 and 2:

News, Cultural Programs and Music.

Kansas Univ., Lawrence. Center for East Asian Studies.

Spons Agency—Department of Education, Washington, D.C. Div. of International Education.

Pub Date—82

Grant—G007901206

Note—109p.; For related documents, see FL 013 435-438.

Available from—Radio Broadcast Research Project, University of Kansas, 2118 Wescoe Hall, Lawrence, KS 66045 (for texts and cassettes).

Language—Mandarin Chinese; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, *Chinese, Chinese Culture, Glossaries, Higher Education, Instructional Materials, *Listening Comprehension, News Reporting, Popular Culture, Programming (Broadcast), *Radio, *Second Language Instruction, Vocabulary

Identifiers—China

In the first two parts of an eight-part series of radio broadcasts from the People's Republic of China, transcripts of the broadcasts are presented in

Chinese along with glossaries of vocabulary words and questions for each program. These transcripts are intended to be used with cassette tapes of the radio program selections. The series was designed to assist advanced students of Chinese in comprehending such broadcasts which constitute an important element of daily life in China. Each tape consists of a one-hour broadcast produced in China for overseas Chinese listeners and includes discussions of news topics and segments of cultural programming. The cultural segments consist of essays, correspondence, folklore, and musical programs accompanied by explanations. The cassettes and transcripts may be used for home study followed by class discussion. (RW)

ED 225 386 FL 013 435

Kuo, Joseph C.

Radio Broadcasts from China, Series 3 and 4:

News, Cultural Programs and Music.

Kansas Univ., Lawrence. Center for East Asian Studies.

Spons Agency—Department of Education, Washington, D.C. Div. of International Education.

Pub Date—82

Grant—G007901206

Note—102p.; For related documents, see FL 013 434-438.

Available from—Radio Broadcast Research Project, University of Kansas, 2118 Wescoe Hall, Lawrence, KS 66045 (for texts and cassettes).

Language—Mandarin Chinese; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, *Chinese, Chinese Culture, Glossaries, Higher Education, Instructional Materials, *Listening Comprehension, News Reporting, Popular Culture, Programming (Broadcast), *Radio, *Second Language Instruction, Vocabulary

Identifiers—China

In the third and fourth parts of an eight-part series of radio broadcasts from the People's Republic of China, transcripts of the broadcasts are presented in Chinese along with glossaries of vocabulary words and questions for each program. These transcripts are intended to be used with cassette tapes of the radio program selections. The series was designed to assist advanced students of Chinese in comprehending such broadcasts which represent an important element of daily life in China. Each tape consists of a one-hour broadcast produced in China for overseas Chinese listeners and includes discussions of news topics and segments of cultural programming. The culture segments consist of essays, correspondence, folklore, and musical programs accompanied by explanations. The cassettes and transcripts may be used for home study followed by class discussion. (RW)

ED 225 387 FL 013 436

Kuo, Joseph C.

Radio Broadcasts from China, Series 5 and 6:

News, Cultural Programs and Music.

Kansas Univ., Lawrence. Center for East Asian Studies.

Spons Agency—Department of Education, Washington, D.C. Div. of International Education.

Pub Date—82

Grant—G007901206

Note—84p.; For related documents, see FL 013 434-438.

Available from—Radio Broadcast Research Project, University of Kansas, 2118 Wescoe Hall, Lawrence, KS 66045 (for texts and cassettes).

Language—Mandarin Chinese; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, *Chinese, Chinese Culture, Glossaries, Higher Education, Instructional Materials, *Listening Comprehension, News Reporting, Popular Culture, Programming (Broadcast), *Radio, *Second Language Instruction, Vocabulary

Identifiers—China

In the fifth and sixth parts of an eight-part series of radio broadcasts from the People's Republic of China, transcripts of the broadcasts are presented in Chinese along with glossaries of vocabulary words and questions for each program. These transcripts are intended to be used with cassette tapes of the radio program selections. The series was designed to assist advanced students of Chinese in comprehending such broadcasts which constitute an important

element of daily life in China. Each tape consists of a one-hour broadcast produced in China for overseas Chinese listeners and includes discussions of news topics and segments of cultural programming. The culture segments consist of essays, correspondence, folklore, and musical programs accompanied by explanations. The cassettes and transcripts may be used for home study followed by class discussion. (RW)

ED 225 388 FL 013 437

Kuo, Joseph C. And Others
Radio Broadcasts from China. Series 7: Commentary and Cultural Programs.
Kansas Univ., Lawrence. Center for East Asian Studies.

Spons Agency—Department of Education, Washington, D.C. Div. of International Education.
Pub Date—82

Grant—G007901206
Note—97p; For related documents, see FL 013 434-438.

Available from—Radio Broadcast Research Project, University of Kansas, 2118 Wescoe Hall, Lawrence, KS 66045 (for texts and cassettes).

Language—Mandarin Chinese; English
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, *Chinese, Chinese Culture, Glossaries, Higher Education, Instructional Materials, *Listening Comprehension, News Reporting, Popular Culture, Programming (Broadcast), *Radio, *Second Language Instruction, Vocabulary
Identifiers—China

In the seventh part of an eight-part series of radio broadcasts from the People's Republic of China, transcripts of the broadcasts are presented in Chinese along with glossaries of vocabulary words and questions. The transcripts are intended to be used with cassette tapes of the radio program selections. The series was designed to assist advanced students of Chinese in comprehending such broadcasts which constitute an important element of daily life in China. Each tape consists of a one-hour broadcast produced in China for overseas Chinese listeners and includes news commentaries, essays, speeches, travel features, and audience contributions. The cassettes and transcripts may be used for home study followed by class discussion. (RW)

ED 225 389 FL 013 438

Kuo, Joseph C.
Radio Broadcasts from China. Series 8: Radio Play.
Kansas Univ., Lawrence. Center for East Asian Studies.

Spons Agency—Department of Education, Washington, D.C. Div. of International Education.
Pub Date—82

Grant—G007901206
Note—61p; For related documents, see FL 013 434-437.

Available from—Radio Broadcast Research Project, University of Kansas, 2118 Wescoe Hall, Lawrence, KS 66045 (for texts and cassettes).

Language—Mandarin Chinese; English
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, *Chinese, Chinese Culture, *Drama, Glossaries, Higher Education, Instructional Materials, *Listening Comprehension, News Reporting, Popular Culture, Programming (Broadcast), *Radio, *Second Language Instruction, Vocabulary
Identifiers—China

In the final part of an eight-part series of radio broadcasts from the People's Republic of China, transcripts of the broadcasts are presented in Chinese along with a list of characters and a synopsis in English and a Chinese-English glossary. The transcript is intended to be used with a cassette tape of the play. The series was designed to assist advanced students of Chinese in comprehending radio broadcasts which represent an important element of daily life in China. Other tapes in the series include news commentaries and cultural programs. The cassettes and transcripts may be used for home study followed by class discussion. (RW)

ED 225 390 FL 013 439
Follow the Leader. English for Speakers of Other Languages.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date—82

Note—432p; For related document, see FL 013 440.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Class Activities, Classroom Techniques, *Cultural Awareness, Elementary Secondary Education, *English (Second Language), Language Experience Approach, Learning Activities, *Lesson Plans, Second Language Instruction, Teaching Guides, *Teaching Methods

Teaching techniques, lessons, and activities for teaching English as a second language (ESL) in grades K through 12 are suggested. Cross-cultural suggestions, supportive ethno-pedagogical methods, and ideas for implementing the language experience approach to reading are provided within the framework of an activity-based program and an audiolingual approach to language learning. Lessons and activities are organized around monthly themes for September through May in order to facilitate cross-cultural interaction. Holiday and seasonal vocabulary items are built into the lessons. Seven selected articles provide suggestions on teaching students from other language and cultural backgrounds. They cover such topics as the English alphabet, teaching ESL reading and writing, and cultural differences which may influence learning and classroom communication. A testing supplement is presented in a separate volume. (RW)

ED 225 391 FL 013 440

Follow the Leader. English for Speakers of Other Languages. Test Supplement.
Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—82
Note—179p; For related document, see FL 013 439.

Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Cultural Awareness, Elementary Secondary Education, *English (Second Language), Language Dominance, Language Skills, *Language Tests, Learning Activities, Second Language Instruction, Teaching Guides, Teaching Methods, Testing

Informal teacher-made tests and cross-cultural suggestions are presented as a supplement to a lesson guide for English as second language (ESL) instruction in grades K through 12. The testing ideas are intended as an accompaniment to an activities-based audiolingual language learning program. Following a general discussion of informal language testing, six instruments are described including tests of reading, writing, listening comprehension, language dominance, English production, auditory screening, and oral placement for secondary students. Suggestions are also made for diagnosing oral English deficiencies and constructing an individual education plan. Two illustrated articles on ESL learning activities in elementary and secondary classes are provided along with instructional kits and sample floor plans. (RW)

ED 225 392 FL 013 441

Melendez, Carmelo And Others
Falling Through the Cracks: An Assessment of Bilingual Education in Wisconsin.

Spons Agency—Commission on Civil Rights, Washington, D.C.
Pub Date—Jul 82

Note—78p; A report of the Wisconsin Advisory Committee.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Education Programs, Compliance (Legal), Elementary Secondary Education, Equal Education, Federal Legislation, Parent Participation, Program Evaluation, *Program Implementation, *State Legislation

Identifiers—*Wisconsin

The enforcement of federal and state bilingual education legislation and the implementation of bilingual education programs in Wisconsin were reviewed to determine whether any children were being denied program benefits. The review focused on types of programs, number of teachers, the existence of parent advisory councils in school districts,

involvement of the Office of Civil Rights, and district corrective actions in cases of noncompliance. State and federal bilingual education legislation was compared in regard to source of authority, definitions, strength of mandate, time for compliance, number of eligible pupils required, parental consent and involvement, special education services, bilingual staff and training, and program entitlement and evaluation. Compliance reviews in Milwaukee, Kenosha, and Racine were analyzed and local fact-finding meetings were conducted. Based on the results, it was recommended that the state amend its laws in accordance with federal requirements for parental consent, provide transportation funds, and hire on-site review personnel to monitor program implementation. (RW)

ED 225 393 FL 013 442

Morley, Joan
Active Participation/Purposeful Listening in the Language Laboratory: Aspects of Theory and Practice.

Pub Date—80
Note—31p; Paper presented at the Concordia Colloquium on Language Laboratories (Montreal, Quebec, July 6-8, 1981).

Available from—Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada (\$15.00 for entire journal).

Journal Cit—SPEAQ Journal; v4 n3-4 p25-54 1980
Pub Type—Journal Articles (080) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Language Laboratories, Learning Activities, *Listening Comprehension, Literature Reviews, *Material Development, *Second Language Instruction, *Skill Development, Speech Communication

Perspectives on and methods in second language teaching have changed rapidly during the past 10 years. So also have the role and function of the language laboratory and the laboratory instructor. One area of concern, listening, has been somewhat neglected; generally it has been taught toward the end of increasing speaking proficiency. A review of instructional materials dating from 1902 through the audiolingual materials of the 1950's and 1960's supports the observation that listening has been taught, but as a means toward the acquisition of another skill. During the past 10 years, some listening research and materials development projects have been initiated. A review of these projects highlights conditions necessary for real comprehension to occur and for the skill to be acquired in the second language class. Some features of concern to theorists, materials developers, and teachers are: (1) the importance of extensive and focused listening; (2) attention to instructional formats tailored to different phases of learning; (3) focus on a content that conveys meaning, even in early stages; (4) emphasis on genuine language and interesting communication; (5) emphasis on problem-solving and active manipulation of information; (6) verification of comprehension; and (7) an emphasis on non-threatening learning procedures so as to insure maximal learning. (AMH)

ED 225 394 FL 013 443

Aubert, Jean-Philippe
Du laboratoire surveille à l'approche modulaire: Contrainte ou autonomie? (From the Supervised Laboratory to the Modular Approach: Constraint or Autonomy?)

Pub Date—80
Note—14p; Paper presented at the Concordia Colloquium on Language Laboratories (Montreal, Quebec, July 6-8, 1981).

Available from—Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada (\$15.00 for entire journal).

Journal Cit—SPEAQ Journal; v4 n3-4 p61-73 1980
Language—French

Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Second Language Programs, Higher Education, *Independent Study, *Language Laboratories, *Learning Modules, *Second Language Instruction, Student Interests, *Teacher Role, Teaching Methods

The experience of the second language team at the "Centre de Langue Française" (CLF) at McGill University (Montreal) is reported. The emphasis placed on designing courses and laboratory experi-

ences in response to student needs is reviewed from the late 1960's until the present. Some of the factors that were operative in curriculum change were the elimination of the language requirement, the situation of the French language in Quebec, and the arrival of immigrants needing to learn French and English. However, it is noted that beyond these factors, the more important motive for change was the need to facilitate self-directed learning and to respond to students' real needs. With regard to the courses themselves, the choice of courses was enlarged and a variety of resources were put at the disposal of the students. Because of budgetary restrictions, the laboratory is not supervised, even on the elementary level. On intermediate and advanced levels, modular courses and laboratory experiences have been implemented. In conclusion, a description is provided of these courses as well as the more recent courses in English as a second language and the way the CLF administers the program. (AMH)

ED 225 395 FL 013 444

Kershaw, Gary Boyd, Gary
When "Less is More": The Optimal Design of
Language Laboratory Hardware.

Pub Date—80

Note—9p; Paper presented at the Concordia Colloquium on Language Laboratories (Montreal, Quebec, July 6-8, 1981).

Available from—Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada (\$15.00 for entire journal).

Journal Cit—SPEAQ Journal; v4 n3-4 p75-82 1980
Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Equipment Evaluation, Higher Education, *Laboratory Equipment, *Language Laboratories, Second Language Instruction, Teacher Developed Materials

The results of a process of designing, building, and "de-bugging" two replacement language laboratory hardware systems at Concordia University (Montreal) are described. Because commercially available systems did not meet specifications within budgetary constraints, the systems were built by the university technical department. The systems replaced were a multiple source, dial-access type, audio-active laboratory system and a cassette type student recording laboratory. The new audio-active system consists of 24 rack-mounted computer type cassette decks and a Umatic videodeck. The 19 student booths have video monitors, with controls provided for students and teacher. External telephone access is provided to one pre-chosen cassette deck. The cassette type recording laboratory has been rearranged so that all cassette decks are located behind the teacher's desk; the wing-chair type student booths are located in 2 blocks with 11 booths per block. The student booths in the recording laboratory are equipped so that the students may record from the master track the student is following, or from a main source deck. Student controls were kept as simple and rugged as possible. Teacher controls avoided micro-computer terminals. Both systems were within the budget and have been working satisfactorily. (AMH)

ED 225 396 FL 013 445

Holmes, Glyn Kidd, Marilyn E.
Computer-Assisted Learning: Design and Implementation.

Pub Date—80

Note—15p; Paper presented at the Concordia Colloquium on Language Laboratories (Montreal, Quebec, July 6-8, 1981).

Available from—Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada (\$15.00 for entire journal).

Journal Cit—SPEAQ Journal; v4 n3-4 p83-96 1980
Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Higher Education, *Material Development, Programmed Instructional Materials, *Second Language Instruction, *Teacher Developed Materials, Teaching Methods

Issues related to design and implementation of Computer Assisted Learning (CAL) programs on the university level are discussed. First, three points are noted that affect the way materials are conceived: the type of user and the way of giving

choices regarding exercises, the fact that the computer is primarily a medium adapted to the written word, and the adaptability of the equipment to be used. Secondly, vital ingredients in the design of a CAL lesson are presented: the questions to be answered, the format that is most adaptable to the point in question, the desirability of contextualization, user-aid features to be included, and provision for error analysis and feedback. A third section deals with examples of CAL materials created at the University of Western Ontario. These range from a translation-based drill and practice review of vocabulary to a contextualized drill. Both of these were designed for teletype terminals. A second example of CAL lessons is one on numbers and dates that was designed for use with color microcomputers. The final section of the paper deals with the place such a system should be given in the curriculum, that is, whether it should be responsible for instruction in certain aspects of the course or whether it should have a solely adjunctive role. Finally, human factors such as faculty attitudes and the part they play are discussed. (AMH)

ED 225 397 FL 013 446

Landriault, Bernard Connolly, Guy

L'enseignement du français par ordinateur: Les programmes conversationnels au CAFE (Cours autodidactique de français écrit) [Teaching French by Computer: Conversational Programs in "Cafe" (Self-Instructional Course in Written French)].

Pub Date—80

Note—13p; Paper presented at the Concordia Colloquium on Language Laboratories (Montreal, Quebec, July 6-8, 1981).

Available from—Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada (\$15.00 for entire journal).

Journal Cit—SPEAQ Journal; v4 n3-4 p97-108 1980

Language—French

Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Autoinstructional Aids, *Computer Managed Instruction, *French, *Independent Study, Instructional Materials, Language Usage, Postsecondary Education, *Second Language Instruction, *Writing Instruction

Computer technology has been used to develop "Cafe," a self-instructional course in written French communication, which is offered to the general public by the University of Montreal. The course consists of three workbooks containing 1200 items dealing with vocabulary, spelling, punctuation, agreements, morphology, syntax, and fine points of style. While the items are of the multiple choice variety, the "correct" answer is considered to be relative to the context. It is always accompanied by an explanation and by illustrations of the way the other options would be used. Anglicisms are discussed as well as the difference between French and English usage. Computers are used to grade pretests, diagnostic tests, and posttests; to correlate the difficulty level of test items with student needs and competence; to calculate norms; and to choose the actual items that appear in the materials. The test items and their contexts were chosen, with the help of computers, from a variety of sources in an attempt to present the French language as it is used in a variety of contexts. After experimentation via computer, the items were divided into tracks according to difficulty, and the three workbooks were assembled. It has been shown that the course responds to student needs, gives students an active role, and maximizes their opportunity to learn. (AMH)

ED 225 398 FL 013 447

Legoux, Marie-Noelle

L'enseignement modulaire et le laboratoire de langues: conception et experimentation d'un nouveau cours de français oral au Centre d'anglais et de français, Université McGill (Modular Instruction and the Language Laboratory: Conception and Experimentation with a New Course in Oral French at the English and French Center, McGill University).

Pub Date—80

Note—11p; Paper presented at the Concordia Colloquium on Language Laboratories (Montreal, Quebec, July 6-8, 1981).

Available from—Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada (\$15.00 for entire journal).

Journal Cit—SPEAQ Journal; v4 n3-4 p109-118 1980

Language—French

Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*French, Higher Education, *Individualized Programs, *Language Laboratories, *Learning Modules, *Listening Comprehension, *Second Language Instruction

A modular-type course in French was developed at the "Centre d'anglais et de français" at McGill University (Montreal) to meet the needs of incoming students who were lacking skills in listening and oral expression. The course is composed of eight modules a semester, each module corresponding to 15 to 20 hours work on the student's part. The structured part of the course consists of one 90-minute class a week, a 90-minute consultation period, and free practice in the laboratory or at the library's audio-visual center. Each of the modules includes a pre-test and a post-test so that the student can evaluate his or her progress. These tests are recorded on the student's personal cassette. The course covers the following skills: (1) auditory discrimination and pronunciation, (2) general comprehension, (3) comprehension of familiar and standard French, (4) execution of oral instructions, (5) understanding of Quebec French, (6) comprehension of films, (7) comprehension of authentic documents, and (8) comprehension in difficult situations such as the French spoken in different parts of the Francophone world. Each of these modules is described and some examples of content material are included. Favorable student evaluation of the course is noted. (AMH)

ED 225 399 FL 013 448

Mydlarski, Donna

So You Want to Do Your Own CAL Program: The Experience at the University of Calgary.

Pub Date—80

Note—10p; Paper presented at the Concordia Colloquium on Language Laboratories (Montreal, Quebec, July 6-8, 1981).

Available from—Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada (\$15.00 for entire journal).

Journal Cit—SPEAQ Journal; v4 n3-4 p119-27 1980

Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Second Language Programs, *Computer Assisted Instruction, Higher Education, Instructional Innovation, Material Development, *Program Development, *Second Language Instruction, Teaching Methods

This paper describes the experience of setting up a computer assisted learning (CAL) program, the implementation of the program, and the way it is currently being integrated into the curriculum. The CAL program was developed by a team that included a subject specialist, specialists in computer applications and instructional design, a computer programmer, and an evaluation and measurement consultant. Planning the program involved (1) attention to decisions about whether to use CAL for mainline or adjunct instruction, (2) the kind of courseware, (3) which aspects of the language to teach, and (4) whether to use a tutorial mode or a drill and practice mode. The implementation of the program involved mainly getting financial support and the support of the faculty. The program is being integrated into the introductory French courses in two ways. In one approach, students are encouraged to use CAL in addition to their regular instruction; in the other, students use CAL as part of the course load. A preliminary evaluation of the two experiments indicated that the CAL lessons should have been better integrated into the course work. A number of mainly positive and neutral comments by students on the initial use of CAL are provided. Generally, student attitudes toward learning French either improved or stayed the same as a result of the CAL experience. (AMH)

ED 225 400 FL 013 449

Paramskas, D. M.

Integrating the Laboratory into the Curriculum.

Pub Date—80

Note—21p.; Paper presented at the Concordia Colloquium on Language Laboratories (Montreal, Quebec, July 6-8, 1981).

Available from—Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada (\$15.00 for entire journal).

Journal Cit—SPEAQ Journal; v4 n3-4 p129-48 1980

Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Second Language Programs, Higher Education, *Individualized Instruction, *Language Laboratories, Learning Activities, Modern Language Curriculum, *Multimedia Instruction, *Second Language Instruction

A review of stages in the evolution of the language laboratory shows that its function has changed in the past 20 years. Originally it was described as a way of providing a means for abundant practice of aural/lingual drills. Currently, it is described as a learning center with multiple resources and functions. It might be characterized as a facilitative system whose purpose is to help learners cultivate and fulfill their own expectations. Two case studies illustrate its form and function. First, beginning language classes might have three features: large group, small group, and independent study sessions. The small group conversation sessions would be held near the laboratory and would use its materials. All the independent study and practice would be done in the laboratory or at home. In this framework, instructors are freed from more mechanical aspects of teaching, and so have the time and energy to facilitate learning. Different approaches and time-divisions can be adapted to students' personalities and learning styles. For intermediate, advanced, and literature classes, the laboratory functions as a resource center, providing materials and a multi-dimensional context for learning. A sizable bibliography, a glossary of terms, and examples of integrative techniques are appended. (AMH)

ED 225 401 FL 013 450

Strei, Gerry

Preparing Meaningful and Communicative Exercises for the Language Lab.

Pub Date—80

Note—14p.; Paper presented at the Concordia Colloquium on Language Laboratories (Montreal, Quebec, July 6-8, 1981).

Available from—Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada (\$15.00 for entire journal).

Journal Cit—SPEAQ Journal; v4 n3-4 p149-61 1980

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communicative Competence (Languages), Higher Education, *Language Laboratories, Language Patterns, *Pattern Drills (Language), Secondary Education, *Second Language Instruction, Speech Communication, *Teacher Developed Materials

A workshop was given to identify and point out the limitations of mechanical language laboratory drills, and to compare them to drills which have been classified as being meaningful or communicative. Mechanical drills do not require an understanding of the meaning of the sentence; there is no consideration of context; and there is no connection from one sentence-item to the other. Meaningful drills require that the student know the meaning of the key words in the sentences being drilled. In addition, communicative drills require the student to take part in communication, that is, to be involved in a meaningful exchange of information. Workshop participants identified mechanical drill types from examples provided them and then constructed meaningful and communicative drill types that focused on the same teaching point as the mechanical drill. For example, students could be presented with a diagram of a family tree and be required to base the answers on the diagram. A communicative drill might require factual answers to the questions it asks. Because the construction of meaningful and communicative drills is not easy, it is hoped that the examples provided here will chal-

lenge readers to find real-life situations and to create useful drills for them. (AMH)

ED 225 402 FL 013 451

Vanderplank, Robert N.

Only in the Language Laboratory: Dynamic Stress Matching as an Aid to the Development of Listening Comprehension.

Pub Date—80

Note—10p.; Paper presented at the Concordia Colloquium on Language Laboratories (Montreal, Quebec, July 6-8, 1981).

Available from—Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada (\$15.00 for entire journal).

Journal Cit—SPEAQ Journal; v4 n3-4 p163-71 1980

Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Auditory Training, Higher Education, Instructional Materials, *Language Laboratories, *Listening Comprehension, *Second Language Instruction, *Skill Development, *Stress (Phonology)

An experiment was carried out at the University of Edinburgh to discover ways in which students might be helped to understand spoken language and to become more confident in their interactions in the language. As a result of the experiment findings, materials were designed to train students to perceive stress patterns, to internalize stress-timing at both word and sentence levels, and to develop an accurate awareness of the perceptual structure of the message. The materials and methods of the course that was developed were designed to exploit the advantages of the tapes in use in the language laboratory, and the possibilities offered by the laboratory for active student use of the language and for self-assessment. The materials prepared for the course were chosen according to linguistic, functional, and stylistic criteria. The stress and rhythm patterns were simplified for perceptual training through regularization of the patterns, while maintaining the stress location of the authentic discourse. It is claimed that such training in stress perception allows the understanding process to operate more efficiently and accurately, and that its most important feature is the active and critical matching of the main stress pattern as this is perceived by the student with the "objective" stress pattern of the master. (AMH)

ED 225 403 FL 013 452

Rhodes, Nancy C. Schreibein, Audrey R.

Foreign Language in the Elementary School: A Practical Guide.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—61p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Class Activities, Educational Objectives, Elementary Education, Experiential Learning, *Fles, *Immersion Programs, Language Teachers, Parent School Relationship, *Program Descriptions, *Second Language Instruction, *Second Language Programs, Teaching Methods Identifiers—*Foreign Language Experience

This booklet, based on a nationwide study of elementary school foreign language programs, addresses the following topics: (1) why students should learn a foreign language; (2) information that may help persons select and initiate a specific type of program; and (3) a detailed description of three elementary school approaches used in the country today, total and partial immersion, revitalized foreign language in the elementary school (FLES), and foreign language experience (FLEX). The goals, advantages, and methods of each of these programs are discussed, as well as the planning involved, finding the right teachers and materials, financing, articulation with secondary school programs, and evaluation of results. Elaboration of insights into each of the programs is based on observation and input from programs that were studied in the nationwide study, and examples are drawn from these programs. Learning activities for use within the classroom, and language and cultural experiences outside the classroom that will enable the children to use the foreign language are described. An appendix provides a listing and description in table-format

of immersion and partial immersion, FLES, and FLEX programs in U.S. elementary schools. A selected bibliography of curriculum guides, texts, classroom ideas, and program descriptions is also included. (AMH)

ED 225 404 FL 013 453

Lapkin, Sharon And Others

French Immersion: The Trial Balloon That Flew.

Language and Literacy Series.

Canadian Parents for French, Ottawa (Ontario);

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-0254-7

Pub Date—83

Note—32p.

Available from—OISE Press, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada (\$4.75).

Pub Type—Books (010) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Bilingualism, *Communicative Competence (Languages), *Cultural Awareness, Elementary Secondary Education, Fles, *French, *Immersion Programs, Instructional Materials, *Program Effectiveness, *Second Language Learning Identifiers—Canada

This booklet is designed for eleven-to-fifteen year old students who are in, or who have just completed, a French immersion program. It addresses two concerns of students and their parents: (1) how well students are achieving in French, in English, in other subjects, and in their overall intellectual development; and (2) what possibilities exist for these students to keep up their French once they finish an immersion program. With these issues in view, the booklet covers the following topics: (1) the history of French immersion programs in Canada; (2) early reactions to immersion programs; (3) a summary of the immersion experiment and its evaluation; (4) results of the French immersion studies, including views of immersion students in various parts of Canada; and (5) what students can do after immersion classes to get secondary immersion programs or continuing programs, and to maintain their French fluency in non-academic ways. The text is interspersed with pen-and-ink drawings and cartoon-like illustrations. Each section has several questions for discussion. (AMH)

ED 225 405 FL 013 455

Terrell, Tracy D.

Teaching Comprehension Skills in the Natural

Approach.

California Association of Teachers of English to

Speakers of Other Languages.

Pub Date—82

Note—7p.; In its: "CATESOL Occasional Papers," Number 8, p.1-6, Fall 1982; Paper presented at the CATESOL Conference (Sacramento, CA, March 13, 1982); For related documents, see FL 013 456-463.

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Language Acquisition, *Listening Comprehension, *Second Language Instruction, Second Language Learning, *Teaching Methods Identifiers—*Natural Approach (Languages), *Total Physical Response

The Natural Approach to teaching second language communication skills is described. The Natural Approach is based on the proposition that acquirers in natural situations go through three stages: comprehension, early speech, and speech emergence. Provision of comprehensible input allows beginning learners to teach themselves how to speak. Thus, listening comprehension is the most important skill for beginning language learners because it allows speech to develop. Three techniques for teaching listening comprehension skills through the Natural Approach are detailed: total physical response in which learners respond to commands; description of the characteristics of people and objects in the immediate environment; and description of the contents of magazine pictures. The purpose of the techniques is to give comprehensible input in a second language without requiring the learners to speak. (RW)

ED 225 406 FL 013 456

Schumann, John

The Early Stages of Interlanguage.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—82

Note—14p; In its: "CATESOL Occasional Papers," Number 8, p.7-19, Fall 1982; Paper presented at the CATESOL Mini-Conference (San Francisco, CA, 1980); For related documents, see FL 013 455-463.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English (Second Language), *Interference (Language), *Interlanguage, Learning Processes, Linguistic Borrowing, Linguistic Performance, Second Language Learning, Spanish Speaking

The stages of interlanguage, the speech of beginning second language learners as they progress toward second language fluency, are described. Examples are drawn from the speech of Spanish speaking students of English as a second language. The continuum of interlanguage development from native language forms to target language forms includes three stages: basilect, mesolect, and acrolect, the closest stage to the target language. Examples of developing along this continuum describe the acquisition of English negation by Spanish speakers, noun phrase morphology, verb phrase morphology, formation of questions, and relative clauses. These examples illustrate the simplification, transfer, and relexification aspects of interlanguage which occur during the basilect stage. Although the goal of second language teachers is to eliminate interlanguage in their students' speech, observation of interlanguage can provide valuable information about how languages are learned. (RW)

ED 225 407 FL 013 457

McGroarty, Mary

Bilingual Education at the Secondary Level: What We Know and What We Don't.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—82

Note—18p; In its: "CATESOL Occasional Papers," Number 8, p.20-36, Fall 1982; Revised version of a paper given at the Annual CATESOL Meeting (Sacramento, CA, March 14, 1982); For related documents, see FL 013 455-463.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, *Bilingual Students, Communicative Competence (Languages), Educational Needs, English (Second Language), *Language Skills, *Limited English Speaking, Linguistic Competence, Secondary Education, *Spanish Speaking

The English language skills needed by bilingual high school students, particularly Spanish speaking students with limited English ability, are considered. Secondary level bilingual students' needs differ from those of elementary school bilingual students because of the diversity of student backgrounds, variety of curricular demands, and diversity of future language skill needs among secondary students. Two studies of the language skills of Spanish speaking high school students are summarized. These studies show that linguistic competence can be differentiated from communicative competence, both theoretically and in terms of other criterion variables describing actual language use and school achievement. The findings suggest a need for further research into the nature of skills transfer across languages, effective teaching strategies, and relationships between language skills and achievement. (Author/RW)

ED 225 408 FL 013 458

Lakoff, Robin Tolmache

Rule and Role in Second Language Teaching.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—82

Note—15p; Revised version of a paper presented at the CATESOL State Conference (Sacramento, CA, March 1982); In its: "CATESOL Occasional Papers," Number 8, p.37-50, Fall 1982; For related documents, see FL 013 455-463.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English (Second Language), Linguistic Theory, *Second Language Instruction, *Syntax, *Verbs

Transitivity in the English verb is examined from the perspectives of the linguistic theorist and the second language instructor. English verbs can be assigned to one of six categories: pure intransitives, causative-inchoative verbs, psych-movement verbs, cross-classification verbs, direct object deletions, and pure transitives. Both syntacticians and English as a second language teachers face theoretical problems in determining the boundaries between these categories and defining membership in each category. Given the difficulty of categorization, the theorist is unable to state a rule for the teacher to use in the classroom, and the behavior of verbs with respect to transitivity must be viewed as unpredictable. The properties of each of the six categories are described, demonstrating that transitivity/intransitivity is a continuum rather than a dichotomy. However, enough is known about this continuum to permit both theorists and teachers to determine how aspects of verb behavior can be introduced in the classroom. (RW)

ED 225 409 FL 013 459

Bassano, Sharron

Multi-Sensory Input in the Non-Academic ESL Classroom.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—82

Note—12p; In its: "CATESOL Occasional Papers," Number 8, p.51-61, Fall 1982; For related documents, see FL 013 455-463; Article based on workshop presented at CATESOL (Monterey, CA, 1981 and Ontario, Canada, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Class Activities, *English (Second Language), Learning Activities, Learning Modalities, *Multisensory Learning, Second Language Instruction, *Teaching Methods

Teaching approaches for adult English as second language students with little previous formal education or native language literacy cannot rely on the traditional written materials. For students who cannot be reached through the written word, approaches must be devised that engage other channels of perceptions. Classroom activities are suggested that tap into the sensory systems of the students, including the kinesthetic, visual, auditory, gustatory, and olfactory. Multisensory presentations should be used so that each student can benefit from his or her preferred modality. The suggested activities focus on unfinished pictures, cartoons, fashion shows, sound effects, records, paralinguistic, sampling of native foods, and sampling and discussion of the smells of spices. (RW)

ED 225 410 FL 013 460

Gilbert, Judy

Pronunciation: An Aid to Listening Comprehension.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—82

Note—11p; In its: "CATESOL Occasional Papers," Number 8, p.62-71, Fall 1982; Paper presented at the CATESOL State Conference (Sacramento, CA, 1982); For related documents, see FL 013 455-463.

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Drills (Practice), *English (Second Language), *Intonation, *Listening Comprehension, Pronunciation, *Pronunciation Instruction, Second Language Instruction, Stress (Phonology)

Second language pronunciation and listening comprehension are inherently linked. Furthermore, they are bound by a system in which the individual sounds are related. The focus of second language instruction should be the framework of intonation within which the sounds are organized. Instruction should be based on the way English speakers depend on intonation to organize thoughts and highlight important words. Students should be taught how to determine which words to emphasize and how to recognize and produce the three most useful signals of stress: pitch change, vowel lengthening, and clarity of stressed sounds. They should learn that native speakers deliberately deviate from a basic emphasis pattern in order to call attention to

a new focus of thought. Minimal word pairs can be used for teaching both pronunciation and meaning by presenting them in sentences that require meaningful responses. (RW)

ED 225 411 FL 013 461

Moustafa, Margaret

Facilitating Beginning English Second Language Acquisition in the Elementary School.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—82

Note—13p; In its: "CATESOL Occasional Papers," Number 8, p.72-83, Fall 1982; For related documents, see FL 013 455-463.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *English (Second Language), Grammar, Listening Comprehension, *Oral Language, Second Language Instruction, *Second Language Learning, Speech Skills, Syntax

Views on the role of speech in the early stages of English as second language (ESL) acquisition are discussed in relation to experiences with elementary school children. In examining the roles of speech and grammar in the early stages of ESL acquisition in an English speaking elementary school environment, six types of expressive language were observed in children acquiring ESL in a natural environment: silence, immediate imitation without context, immediate imitation with context, delayed imitation with transferred context, syntactically broken independent speech, and syntactically unbroken independent speech. It is suggested that beginning levels of ESL instruction should involve comprehensible input and sequenced unanalyzed wholes appropriate for each student's acquisition level, and should teach expressive English for interaction with native speakers of English. (Author/RW)

ED 225 412 FL 013 462

Gordon, Helen Heightsman

Controlled Compositions: More Practice for Students, Less Grading for Instructors.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—82

Note—9p; In its: "CATESOL Occasional Papers," Number 8, p.88-95, Fall 1982; Paper presented at the CATESOL State Conference (Monterey, CA, May 1981); For related documents, see FL 013 455-463.

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English (Second Language), Second Language Instruction, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction

The use of controlled compositions as a method of providing writing practice for English as second language (ESL) students is described. The method requires students to copy well-written short compositions while changing each one a meaningful way, such as from present to past tense or singular to plural. Thus, students at all levels or ages can learn through practice in context, imitating good writing while manipulating selected aspects. Controlled compositions are less time consuming to correct than original compositions but provide more than isolated drills. In a pilot course using controlled compositions, students showed significant gains in fluency and reduction of errors. The controlled composition method effectively applies current composition theory to writing instruction by providing positive models, immediate feedback, and opportunities for successful experiences. Because they can be graded quickly, they free the instructor to spend more time on original compositions. Sample exercises are presented. (RW)

ED 225 413 FL 013 463

Gentry, Larry A.

What Research Says about Revision.

California Association of Teachers of English to Speakers of Other Languages.

Spous Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-80-0180

Note—14p; In its: "CATESOL Occasional Papers," Number 8, p.96-108, Fall 1982; For related documents, see FL 013 455-462.

Pub Type—Information Analyses (070) — Opinion

Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English (Second Language), Writing (Composition), *Writing Instruction, *Writing Processes, Writing Skills

The process, content, and effect of revision in the writing process is analyzed in light of recent writing process research. Taylor calls for an approach to English as second language composition in which students are taught how to write with an emphasis on revision. Most authorities agree that revision entails a complex set of behaviors that occur throughout the writing process. Studies of revision content indicate that some revision processes, even the more complex ones, can be taught to younger learners. The research also shows that relatively complex revision skills have been less effectively taught than the simpler skills involving spelling or punctuation. It is argued that revision is one of the least taught writing skills and that most composition students are allowed to submit rough-draft copy. Teachers must learn to view early drafts as unfinished rather than wrong. (RW)

ED 225 414 FL 013 464

Loew, Helene Z.

A Global Perspective and Second Language Study - An Action Plan.

Pub Date—82

Note—11p.; Paper presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (New York, NY, November 1982). Some pages contain light broken print.
Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Interrelationships, *Cultural Pluralism, Educational Objectives, *Global Approach, Intergroup Relations, Multicultural Education, Resource Materials, *Second Language Instruction, Thematic Approach

Strategies for integrating second language instruction with a global perspective are described. The first strategy is a framework of skills for global interaction that teachers can apply to selecting instructional materials and setting educational goals. According to this framework, the goals of education for a global perspective include decreasing ethnocentric and stereotypic perceptions and developing constructive attitudes toward diversity and change. The second strategy is to organize lessons and materials around cultural universals related to material culture, the arts, recreation, language, social organization, social control, economic organization, and world view. Such organization promotes those elements of society which unite humanity. Teachers should establish files for the collection of potential classroom materials about cultural universals. The third strategy is to plan lessons around conceptual themes such as nationalism or interdependence. (RW)

HE

ED 225 415 HE 013 640

Nkondo, G. M. Ed.

Turloop Testimony: The Dilemma of a Black University in South Africa.

Report No.—ISBN-0-86975-057-7

Pub Date—76

Note—103p.

Available from—Ravan Press Ltd., P.O. Box 31134, Braamfontein, Transvaal, 2017, South Africa.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Colleges, Black Students, *Discriminatory Legislation, *Foreign Countries, *Government School Relationship, Higher Education, *Public Policy, Race, Racial Attitudes, *Racial Discrimination, Racial Relations, Whites Identifiers—*South Africa, University of the North (South Africa)

Background information on higher education for blacks in South Africa and a report on the University of the North is presented. While the English language universities in South Africa have emphasized academic freedom and autonomy and have been open to nonwhite students, the Afrikaans language universities have conformed to national policy and the social order and have been closed to blacks. In 1959, legislation established universities exclusively for blacks and governed by whites,

based on a policy of separate development and a belief in fundamental racial differences. The growth of black consciousness and sensitivity toward differential and discriminatory practices is considered, along with confrontations that occurred between the State and the students of the University of the North. Findings are presented of a one-person judicial Commission of Inquiry (the Snyman Commission), which investigated management issues, the causes of disturbances at the University of the North and the Black Academic Staff Association. The Commission recommended: introducing a largely black governing council and authorizing joint responsibility of blacks and whites for teaching and administrative functions, allowing students to choose among universities, and eliminating differential salaries and conditions for black and white staff. The study commission's questionnaire items and answers are presented. (SW)

ED 225 416 HE 015 443

Dahlgren, Lars-Owe

Higher Education - Impact on Students. 1982:02. Göteborg Univ., Molndal (Sweden). Inst. of Education.

Pub Date—82

Note—15p.

Available from—Department of Education, University of Göteborg, Box 1010, S-431 26 Molndal, Sweden.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *College Attendance, *Concept Formation, Educational Benefits, Higher Education, *Knowledge Level, Scientific Concepts, *Student Development Identifiers—*Sweden

An overview of the research on the cognitive effects of higher education is presented. It is suggested that studies exist on three levels: (1) measurement of the increment of specific factual knowledge; (2) understanding the basic concepts in a certain area, studied by qualitative analysis; and (3) the development of awareness of the nature of scientific knowledge. Topics include the following: students' knowledge outside their major field of study; the long-term retention of course material; students' developing conceptions of knowledge (Perry, 1968); students' views on biological evolution (Brumby, 1979); students' conceptions of everyday economic phenomena such as prices, wages, and inflation (Dahlgren, 1978); and dimensions of cognitive functioning (communication, analytic thinking, synthesizing ability, awareness) (Warren, 1976, 1978). (SW)

ED 225 417 HE 015 446

Donaldson, Christine F. Flynn, Elizabeth A.

Alternative Careers for Ph.D.'s in the Humanities.

A Selected Bibliography.

Modern Language Association of America, New York, N.Y.

Report No.—ISBN-0-87352-099-8

Pub Date—82

Note—47p.

Available from—Modern Language Association of America, 62 Fifth Avenue, New York, NY 10011 (\$5.75).

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*Career Planning, *Doctoral Degrees, Employment Interviews, *Employment Opportunities, Females, Higher Education, *Humanities, *Job Search Methods, Labor Market, Occupational Information, *Professional Occupations

A bibliography for Ph.D.'s in the humanities who are seeking employment outside the discipline in which they are trained is presented. The materials, which were primarily published within the past 7 years, include books, articles, pamphlets, directories, and periodicals. The first section contains listings of materials related to the job hunt: self-assessment, job-search strategies, resumes and cover letters, interviews, salary, general occupational literature, job search for women, job search in the humanities, and the job market for Ph.D.'s. The second section consists of materials related to a wide range of occupations, from those closely aligned with humanistic disciplines to those that would require retraining. The following occupations are covered: publishing, communications, research and consulting, nonprofit organizations, international careers, libraries, museums, archives, government, academic administration, technical writing,

foreign language careers, business, computer science, personnel, public relations, accounting, and law. The following business specialties are also included: banking and finance, corporate business, small business, management, marketing, real estate and insurance, and travel. A list of useful addresses is appended. (SW)

ED 225 418 HE 015 579

Hindman, Margaret

Community Commons Educational Conference Summary (Frederick, Maryland, March 2, 1982).

Community Commons, Frederick, MD.; Frederick County Board of Education, Md.; Hood Coll., Frederick, Md.; Mount St. Mary's College, Emmitsburg, Md.

Spons Agency—Frederick Community Coll., Md. Pub Date—2 Mar 82

Note—35p.; Also sponsored by Eastlco Aluminum Corporation and Phoenix Corporation.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, Community Coordination, Community Organizations, *Cooperative Planning, *Educational Needs, Educational Trends, Futures (of Society), Higher Education, Local History, *Local Issues, *Needs Assessment, Public Education, *School Community Relationship, *Statewide Planning, Trend Analysis Identifiers—*Maryland (Frederick County)

A conference attended by local, state, and national leaders and community members: (1) identified educational needs in the Frederick, Maryland area and (2) initiated an ongoing process of communication among community and education leaders. This innovative forum was sponsored by Community Commons, a citizens group, three local colleges (Hood, Mount St. Mary's, and Frederick Community College), and the Frederick County Board of Education. An overview of the speeches of the following leaders is presented: Ernest L. Boyer on national educational trends, Sheldon H. Knorr on higher education trends in Maryland, and David Hornbeck on state public education system improvement efforts. A slide show by Ann Burnside Love included information on Frederick's historical and cultural background and local educational opportunities. A second activity was a press conference with the speakers and local educational leaders, whose comments are summarized. Additionally, a work session with 14 groups identified local educational needs and priorities on the following topics: civic groups, retirees/senior citizens, education, business/agriculture, health, legislation, arts, government, homemaking, religion, recreation, technology/science, media, and volunteers. John L. Carnochan's conference summation and Annie Kronk's conference evaluation findings are reported. Local newspaper articles on the conference and a "New York Times" article are appended. (SW)

ED 225 419 HE 015 606

Leider, Robert

The A's & B's of Academic Scholarships. 5th Edition, 1982-84.

Report No.—ISBN-0-917760-31-X

Pub Date—82

Note—63p.

Available from—Octameron Associates, Inc., P.O. Box 3437, Alexandria, VA 22302 (\$2.50; bulk rates available).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academically Gifted, Awards, College Students, *Eligibility, *Federal Programs, Higher Education, Honors Curriculum, Military Organizations, *Private Financial Support, *Scholarships, *State Programs, *Student Financial Aid

Academic scholarships for college students are identified, including all the major merit programs—federal, state, private, and collegiate. Detailed information on 80,000 collegiate academic awards are presented by state and 845 schools as follows: name of the program, number of awards, value range of the award, class standing and grade point average requirements; scores needed on the Scholastic Aptitude Test and/or the American College Testing Program test; other award criteria (e.g., interview or recommendations required); whether financial need is considered in setting the amount of the award; majors students may select; restrictions (e.g., state

residents, U.S. citizens); whether awards are renewable; and details of the application process. Three large federal programs for the academically talented are Harry S. Truman Scholarships, Reserve Officer Training Corps (ROTC) programs, and military academy awards. States that provide merit-based awards for either state institutions or any accredited school are identified, along with principal corporate sponsors of merit scholarships for employee children, and principal private college sponsors of merit scholarships. Seven additional private sponsors are identified, and sources of further information are also recommended. Finally, some intellectual and financial benefits of collegiate honors programs are outlined. (SW)

ED 225 420 HE 015 607

Hecht, Miriam Traub, Lillian

Dropping Back In: How to Complete Your College Education Quickly & Economically. First Edition.

Report No.—ISBN-0-525-93228-3

Pub Date—82

Note—207p.

Available from—E.P. Dutton, Inc., 2 Park Avenue, New York, NY 10016 (\$14.95, hard copy—ISBN-0-525-93229-1; \$8.95, paper copy).
Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Aspiration, Accreditation (Institutions), *Adult Students, College Admission, *College Attendance, College Choice, College Credits, College Programs, College Students, *Education Work Relationship, Financial Needs, Higher Education, Occupational Aspiration, *Prior Learning, *Reentry Students, *Student Adjustment, Student Costs

Identifiers—*Stopouts

A handbook for the adult student returning to college is presented. Attention is directed to the pros and cons of reentry; how to choose a program; options for financing an education; admissions applications; maximizing preentry credits; colleges, credits, and degrees; coping with academic demands such as exam-taking; and achieving a balance between work, family, friends, and school. The importance of determining whether an institution's offerings are accredited and acceptable as transfer credits is noted, along with the meaning of regional accreditation, accreditation by professional groups, and state licensing requirements. Reentry students may obtain preentry college credits in three ways: transfer credits from other colleges, credit by examination, and credit for life experience. Receiving the maximum number of credits for prior learning can mean large savings of money and time. Independent study projects may be a good mode of learning, and some colleges allow all credit to be earned off-campus by independent study through external degree programs. Required courses, special services, and college costs are also considered, and sources of information on programs and funds are identified. A bibliography and lists of state licensing agencies and state higher education agencies are appended. (SW)

ED 225 421 HE 015 616

Cooksey, Lana Stenning, Walter F.

The Empirical Impact of the Graduate Record Examination and Grade Point Average on Entry and Success in Graduate School at Texas A&M University.

Pub Date—18 Feb 81

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aptitude Tests, *Grade Point Average, *Graduate Students, Higher Education, Intellectual Disciplines, Logical Thinking, Mathematics, *Predictor Variables, Quantitative Tests, Scores, Sex Bias, *Test Bias, Verbal Ability
Identifiers—*Graduate Record Examinations, *Texas A and M University

The use of the restructured Graduate Record Examination (GRE), students' entering grade point averages (GPAs), and other variables as predictors of success in graduate school at Texas A&M University (TAMU) was studied. Comparisons were also made to a similar study (Kunze, 1974). A sample of 564 entering graduate students who had taken the restructured GRE was assessed in 1978. Data were collected on the students during their first two semesters in graduate school at TAMU. Significant correlations of entering GPA to GRE verbal and quantitative and analytic scores were found in the colleges of architecture, business administration,

and engineering. Significant correlations between entering and current GPAs were found in the colleges of architecture, business administration, education, engineering, geosciences, and science. At the master's level, the GRE was not significantly predictive for any scales in the colleges of education, engineering, geosciences, and science, although entering GPA was. Only in architecture were any of the GRE scores significant (i.e., the verbal and analytic scores). For the colleges of agriculture, education, and science, the GRE analytic score was the only significant predictor. It is concluded that the GRE must be considered of questionable usefulness at TAMU as a predictor of success in graduate school. Numerous shifts in relationships noted in 1974 research were found, as were strong elements of sex bias in both the GRE verbal and quantitative scores for TAMU students. For the College of Education, the GRE was not an effective predictor of success at either the master's or doctoral level. (SW)

ED 225 422 HE 015 626

Eagle, Norman

Survey of Non-Returning Students, Spring, 1981.

Pub Date—81

Note—18p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Dropout Attitudes, Dropout Research, Family Influence, Financial Needs, Higher Education, Institutional Research, *Student Attrition, Student College Relationship, Student Financial Aid, Two Year College Students

Identifiers—*City University of New York Bronx Community Coll

The reasons for withdrawal by students qualified to return to Bronx Community College (BCC) were studied. A short survey form consisting of three open-ended questions was sent to 153 of the dropouts, while a long form with about 30 objective questions was sent to 1,498 dropouts. Thirty-two responses to the short form and 250 responses to the long form revealed that financial pressures and personal, health, and family-related problems constituted a large majority of the reasons given by students for not returning to BCC. One-third of all responses related to the cost of college, the need for money, or a job; 26.9 percent of the students gave personal, family, health, marriage, and maternity reasons. About 17-20 percent of the remaining students cited academic difficulties, the need for tutoring and counseling, and unavailability of needed courses and schedules as reasons for withdrawing. About 22 percent of the dropouts intended to transfer to another school, and 15.3 percent actually enrolled in other schools (39 percent at private or public trade or career schools, 36 percent at four-year City University of New York colleges, and 23 percent at other community colleges). The 215 responses to a question about future plans indicated that almost 75 percent intended to re-enroll at BCC during the next 1 to 2 years. Students requested assistance with finances, financial aid counseling, fee payment flexibility, and more opportunities for employment. Course scheduling was a second major need area identified by students. (SW)

ED 225 423 HE 015 712

Malik, Charles Habib

A Christian Critique of the University.

Inter-Varsity Christian Fellowship, Madison, WI.

Report No.—ISBN-0-87784-384-8

Pub Date—82

Note—115p.; Book based on two lectures presented at the annual Pascal Lectures on Christianity and the University (3rd, Ontario, Canada, March 1981). Support for the Pascal Lectures was provided by A. R. Kaufman Charitable Foundation. Available from—InterVarsity Press, Downers Grove, IL 60515.

Pub Type—Books (010) — Opinion Papers (120)

— Speeches/Meetings Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Beliefs, *Christianity, *Church Role, *College Role, Creationism, Ethics, Evolution, Higher Education, *Humanities, Philosophy, *Religion, Religious Education, Sciences, *Scientists, Values
Views on the place and power of the university,

the church's role in the university, and the sciences and humanities are presented. The secularization of western universities raises fundamental criticisms from the Christian point of view that the university atmosphere is not congenial to Christian spiritual values, and that higher education institutions dominate the world today. Issues that are highlighted regarding the scientist include: the belief that the creative, whole scientist needs to experience friendship, spiritual love, and the teachings of the church; ways to approach the theory of evolution and the misconceptions of "creationists" who advocate "creation science"; and the problem of the pride of knowledge and power. The humanities, which determine the fundamental spirit of the university, provide the right and necessary corrective to the problems of the sciences. It is proposed that influences on the humanities include: naturalism, subjectivism, idealism, materialism, technicism, futurism, cynicism, nihilism, Freudianism, relativism, voluntarism, change, humanism, monism, secularism, and atheism. A Christian critique of the university is presented in more depth, and a proposal to improve universities is briefly described. (SW)

ED 225 424 HE 015 724

Trakman, Leon E., Ed. Watters, Douglas, Ed.

Professional Competence and the Law. Dalhousie

Continuing Legal Education Series, No. 21.

Dalhousie Univ., Halifax (Nova Scotia). Faculty of Law.

Report No.—ISBN-0-7703-0127-4

Pub Date—81

Note—256p.; Sponsored by the Dalhousie Law School, Law Foundation of Nova Scotia, CLE Society of Nova Scotia, and the Canadian Bar Association. Proceedings of a conference on "Professional Competence and the Law" (Nova Scotia, Canada, May 29-30, 1981).

Available from—Public Services Committee, Faculty of Law, Dalhousie University, Halifax, Nova Scotia, Canada, B3H 4H9 (\$20.00).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Accountability, Codes of Ethics, *College Faculty, College Role, *Competence, *Court Judges, Discipline, Higher Education, *Law Schools, *Lawyers, *Legal Education, Professional Services, Standards

Identifiers—*Canada

Proceedings of a 1981 conference on professional competence and the law are presented. The perspectives of educators Leon Trakman, Murray Fraser, and Stewart Macaulay concerning the educational needs of the legal profession and the role of the law school are presented. The Canadian justices McIntyre and Cowan comment on the quality of lawyers' skills, as revealed by legal counsel in court, and the competence of judges to weigh evidence and render judgment. Issues pertaining to Canadian law schools, and, specifically, developments in Ontario and at the University of Toronto, are addressed by law school representatives Frank Jacobucci, Hudson Janisch, William Charles, Grant Hammond, and Rod MacDonald. In addition, four seminar papers are presented: "Are Judges Competent?" (Chris Axworthy); "Are Practitioners Competent?" (Ronald Pugsley); and "Are Law Teachers Competent?" (Leon Trakman). After an address entitled "Incompetence: The North American Experience," (Roger Cramton), lawyers Edwin Harris, Arthur Maloney, Peter Green, and Brian Flemming evaluate lawyer competence from the perspective of law school and continuing legal education programs, and consider controls exerted on lawyers through professional regulation, litigation, and punishment. Additionally, the social costs of incompetence are addressed by A. Wayne MacKay, Stewart Macaulay, Justice Glube, and Agar Adamson; and forecasts and prescriptions are offered by Roger Cramton, Justice Jones, and Arthur Maloney. Group discussions follow all the papers, and a list of participants is appended. (SW)

ED 225 425 HE 015 735

Indo-Chinese Refugee Physician ECFMG Review Course. Hahnemann Medical College & Hospital. Project Report.

Hahnemann Medical Coll. and Hospital, Philadelphia, Pa.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Report No.—HRP-0903990

Pub Date—[81]

Contract—HRA-231-76-0004

Note—303p.; Best copy available. Attachments B-1 and B-2 removed for confidentiality reasons.

Pub Type—Guides - Classroom - Learner (051) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Ancillary School Services, Cultural Awareness, *English (Second Language), *Foreign Medical Graduates, Higher Education, Hospitals, *Indochinese, Language Skills, *Medical Education, Medical Schools, *Physicians, Review (Reexamination), Second Language Instruction, *Test Coaching, Tutoring, Vietnamese People

Identifiers—*Educational Council for Foreign Medical Graduates

A report is presented on a special review seminar for Vietnamese physicians preparing for the July 1976 Educational Council for Foreign Medical Graduates (ECFMG) examination. The 4-month review course was offered to 73 physicians at Hahnemann Medical College & Hospital. Participants were assigned to 10 small sections for English classes, and groups of four were assigned to individual tutors for concurrent remedial work in medicine and an introduction to the local practice of medicine. The medical course presented an integrated approach to basic and clinical sciences. The 20 students who passed the medical component but failed the English part of the ECFMG examination were advised to attend the FLEX review course. Special videotaped lectures were made available to the students, as was a cultural orientation course. Lengthy appendices include: a course application form; student financial statement form; the English course schedule and information on teaching materials and learning activities; language evaluations of the participants; ECFMG review course schedule; test scores; instructional materials on diseases; results of participants' evaluation of the course; a list of faculty and staff; staff evaluations of the course; a list of course objectives; and case studies. (SW)

ED 225 426

HE 015 744

Fass, Marion Field

Instructional Modules to Teach Primary Care Residents to Educate Patients. Executive Summary, Final Report, [and Instructional Manual]

Wisconsin Univ., Madison. Dept. of Family Medicine and Practice.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Report No.—HRP-0903681; HRP-0903682

Pub Date—81

Contract—F.R.A-232-79-0026

Note—347p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Behavioral Objectives, *Clinical Experience, Communication Skills, *Graduate Medical Education, Health, Higher Education, Individualized Instruction, *Learning Modules, Medical School Faculty, Medical Schools, *Patient Education, *Physician Patient Relationship, Preventive Medicine, *Primary Health Care

An instructional program in patient education skills for primary care medical residencies is described, with six instructional modules included. The federally-funded program, developed by the University of Wisconsin, was designed to enable physicians to better communicate with their patients about health, disease, and treatment. The six modular learning units, which can be integrated throughout the 3 years of a primary care residency program, are as follows: communication and basic patient education skills; assessment of patient beliefs and understanding; short-term individualized plans for patients; patient education strategies for health promotion; long-term strategies in patient education (relating to chronic disease); and incorporating patient education in practice. Instructional approaches include seminars, individualized instruction, and direct observation of the resident's clinical skills. It was found that patient education should include informing patients about rationales for procedures and about diagnoses, and negotiating with patients to develop acceptable and suitable plans for care. Specific project activities and recommendations are considered. The six modules, which consist of 279 pages, include objectives, information

on the role of the clinical faculty, evaluation forms, and instructions for observation and feedback. A bibliography is appended. (SW)

ED 225 427

HE 015 745

Dostal, Lori

Team Development Curriculum. Family Nurse Practitioner/Physician Assistant Program.

Area Health Education Center System, Fresno, Calif.; California Univ., Davis. Dept. of Family Practice.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Pub Date—Sep 82

Contract—HRA-5-U01-PE-00053-03

Note—172p.; For related document, see HE 015 746.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavioral Objectives, Clinical Experience, Cooperation, Curriculum Design, Differentiated Staffs, Group Dynamics, Higher Education, Interdisciplinary Approach, Interpersonal Relationship, *Interprofessional Relationship, *Learning Modules, Medical Services, *Nurse Practitioners, *Physicians, *Physicians Assistants, Primary Health Care, Role Perception, Self Evaluation (Individuals), Staff Utilization, *Team Training, Teamwork

A curriculum consisting of four modules is presented to help nurse practitioners, physician assistants, and physicians develop team practices and improve and increase the utilization of nurse practitioners and physician assistants in primary care settings. The curriculum was prepared in 1981-1982 by the California Area Health Education Center System with the support of federal funds. A group of one or more mid-level practitioners and one or more physicians is referred to as a team. Objectives, content, and methodology are presented as a resource for faculty responsible for teaching team development concepts and skills. For each training area, objectives are outlined for knowledge, skills, and attitudes. The three modules provide material: (1) to assist team members in self-assessment, in developing an understanding of other team members, and in sharing self-knowledge and role assessment within the team; (2) to help the team learn team development and maintenance skills; and (3) to focus on joint clinical practice, including approaches to improve the team's institutional, office, and team relationships, and a system of quality assessment and assurance. Specific training topics include: team sharing, internal dialogue, values and value priorities, attitudes toward other health professionals, family and life evaluation, volunteering, and patient complaints. Case studies, evaluation forms and checklists, and resource materials are identified. (SW)

ED 225 428

HE 015 746

Dostal, Lori

Team Development Manual. Family Nurse Practitioner/Physician Assistant Program.

Area Health Education Center System, Fresno, Calif.; California Univ., Davis. Dept. of Family Practice.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Pub Date—Sep 82

Contract—HRA-5-U01-PE-00053-03

Note—175p.; For related document, see HE 015 745.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Clinical Experience, Cooperation, Differentiated Staffs, Group Dynamics, Higher Education, Interpersonal Relationship, *Interprofessional Relationship, *Learning Modules, Medical Services, *Nurse Practitioners, *Physicians, *Physicians Assistants, Primary Health Care, Problem Solving, Role Perception, Staff Utilization, *Team Training, Teamwork

A manual is presented to help incorporate team development into training programs for nurse practitioners, physician assistants, and primary care physicians. It is also directed to practitioners who wish to improve teamwork and is designed to improve the utilization of the nurse practitioners and physician assistants. A group of one or more mid-level practitioners and one or more physicians is referred to as a team. Team development includes

improving the coordination of team activities, decision-making, utilization of team members' skills, problem solving, and conflict negotiation. The development of a team depends on many factors, including the commitment of the organization or institution to the concept and the commitment and the personalities of the individuals on the team. The process of team development includes knowledge of team concepts and development methods, small group process, problem-solving experience, and joint clinical practice. Five modules are presented: health care team development (concepts, issues, and influences); roles and barriers to team development; team building skills; team practice organization; and health care team maintenance. Each module contains exercises and readings that help team members examine their attitudes about areas of team practice. Bibliographies identify longer resource documents, and the exercises focus on skills to improve team practice and patient care. (SW)

ED 225 429

HE 015 754

Axelrod, Paul

Scholars and Dollars: Politics, Economics, and the Universities of Ontario, 1945-1980.

Report No.—ISBN-0-8020-6492-2

Pub Date—82

Note—271p.

Available from—University of Toronto Press, 33 East Upper Street, Buffalo, NY 14203 (\$13.95, paper copy; \$35.00, hard copy—ISBN-0-8020-5069-1).

Pub Type—Books (010) — Historical Materials (060) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Collective Bargaining, College Faculty, *College Role, *Economic Factors, Educational Benefits, Educational History, *Education Work Relationship, Financial Problems, Financial Support, Foreign Countries, Government School Relationship, Graduate Study, *Higher Education, Labor Market, *Political Influences, Retrenchment, *School Business Relationship, Undergraduate Study

Identifiers—Canada, *Ontario

The impact of economic changes on Canadian universities in Ontario since World War II is explored, with focus on how universities were perceived by the public, why they were supported during the period of expansion, how they set out to fulfill their prescribed functions, and how they were affected by the diminished opportunities and cooler economic climate of the 1970s. In addition to gaining the political and financial support of important business interests, the universities were primarily funded by the Ontario government, which provided coordination and consultation rather than administering the universities directly. Both school and business stressed the importance of a well-rounded undergraduate education. It is suggested that, without the widespread faith in the economic value of higher education as a whole, funds would not have been so freely available for humanities and social science programs. Although there were labor shortages in the early- and mid-1960's, heavy investment in professional programs could be rationalized. By the mid 1970s, economic problems and shifting perceptions about the economic utility of the university resulted in reduced funding. Doctoral graduates faced difficulties in finding appropriate positions, and collective bargaining, including the unionization of university faculty, occurred. The way that the universities were influenced by the values, culture, and political forces of a mixed capitalist economy is emphasized throughout the analysis. (SW)

ED 225 430

HE 015 756

Beckham, Barry, Ed.

The Black Student's Guide to Colleges.

Report No.—ISBN-0-525-93257-7

Pub Date—82

Note—336p.

Available from—E.P. Dutton, Inc., 2 Park Avenue, New York, NY 10016 (\$8.95, paper copy; \$15.95, hard copy—ISBN-0-525-93256-9).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Ancillary School Services, Athletics, Black Colleges, *Black Students, College Applicants, *College Bound Students, *College Choice, College Environment, *Extracurricular Activities, Federal Programs, Higher Education, *Institutional Characteristics, Racial Relations, School Catalogs, Student Adjustment, Student Attrition,

*Student Financial Aid, White Students, Writing Skills

A guide for college-bound black students, which was researched and largely written by Brown University students, presents essays, book reviews, a glossary, and profiles of black colleges. The narrative section and authors are as follows: "A Collegiate Glossary" (Matthew Rose); "The Application Process" (Marvin Campbell); "Update: Federal Student Aid" (Claiborne Pell); "Black College or White?" (Amy Short); "Special Review," a review of Ed Smith's "Black Students in Interracial Schools," 1980 (Michael Ward); "Review of College Handbooks"—six handbooks, 1974-1981 (Marvin Campbell); "The Black College Athlete" (Herm Beavers); and "Study Skills," "Writing Tips," and "Managing Stress" (Leah Eskin). The profiles of over 100 colleges, predominantly white and historically black four-year schools, are based in part on interviews with black and white students. The data reveal the overall trends in black attrition, and financial aid awards to blacks, and the average amount of awards. The profiles also cover: black Greek-letter clubs, ethnic theater groups, premedical and prelaw clubs, intramural sports, minority recruitment, community relations, types of social cliques, radio and social cliques, radio and television programming, religious activities, and tutorial and remedial programs. The guide also provides a detailed schedule for taking the various college entrance examinations and filing applications, and examines all types of student financial aid. (SW)

ED 225 431 HE 015 763
Planning for the Eighties: A 13-Stage Nontraditional Self-Study for the Southern Association of Colleges and Schools. Volume I: Stages One through Seven.

Appalachian State Univ., Boone, N.C.

Pub Date—81

Note—343p.; For related documents, see HE 015 764-765.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Accreditation (Institutions), College Planning, College Role, Educational History, Educational Objectives, *Futures (of Society), Higher Education, Institutional Characteristics, *Long Range Planning, Models, *Needs Assessment, Prediction, *Self Evaluation (Groups), Social Change, *State Universities, Trend Analysis, Values

Identifiers—*Appalachian State University NC, *Strategic Planning

An institutional self-study undertaken by Appalachian State University as part of the accreditation process is presented. This 13-stage analysis forecast societal trends and value shifts and established institutional goals for the 1980s. The study was based on a 10-stage "Futures Creating Paradigm" developed by the American Association of State Colleges and Universities. This volume covers the first seven stages of the self-study: a review of the institution's experiences over the past two decades; the use of existing data to summarize the present state of the sectors of the institution in terms of current self-study standards; assessment of societal trends and potential value shifts anticipated for the 1980s in 13 areas; an analysis of the impact of projected trends and value shifts on each sector of the university; and drafting objectives. Eleven aspects of the institution are examined: purpose, organization and administration, educational program, financial resources, faculty, library, student development services, physical resources, special activities, graduate program, and research. Eighty-three objectives are specified for these 11 aspects of the institution, and 13 societal topics are examined: population, institutions and government, global affairs, environment, energy, economy, science and technology, human settlements, work, lifestyles, equality, goals, and participation. (SW)

ED 225 432 HE 015 764
Planning for the Eighties: A 13-Stage Nontraditional Self-Study for the Southern Association of Colleges and Schools. Volume II: Stages Eight through Twelve.

Appalachian State Univ., Boone, N.C.

Pub Date—81

Note—365p.; For related documents, see HE 015 763-765.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Accreditation (Institutions), *Change Strategies, College Planning, College Role, Educational History, Educational Objectives, *Futures (of Society), Higher Education, Institutional Characteristics, *Long Range Planning, Models, Needs Assessment, Prediction, *Self Evaluation (Groups), Social Change, *State Universities, Trend Analysis, Values

Identifiers—*Appalachian State University NC, *Strategic Planning

An institutional self-study undertaken by Appalachian State University, North Carolina, as part of the accreditation process is presented. This volume covers stages 8 through 12 of a 13-stage analysis, which was based on a "Futures Creating Paradigm" created by the American Association of State Colleges and Universities. The 83 objectives formulated for the institution are examined in terms of compatibility, significance, strategies for implementation, future consequences, and feasibility. The compatibility among objectives for 11 aspects of the institution (e.g., educational program, library, financial resources), as judged by steering committee members, is indicated by matrices. Committee members wrote brief futures scenarios for objectives based on two assumptions (that the objective had been achieved or had not been undertaken), and developed specific strategies for the achievement of each objective. Attention was directed to possible future consequences of proposed policies for other sectors of the university (i.e., administration, educational program, financial resources, faculty, students, physical resources, special activities, and research). Feasibility tests were employed for two categories of potential constraints to achieving objectives: national or regional constraints and internal constraints. (SW)

ED 225 433 HE 015 765
Planning for the Eighties: A Nontraditional Self-Study for the Southern Association of Colleges and Schools. Volume III: Stage Thirteen.

Appalachian State Univ., Boone, N.C.

Pub Date—81

Note—87p.; For related documents, see HE 015 763-764.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, Ancillary School Services, College Administration, College Buildings, *College Environment, College Faculty, College Libraries, *College Planning, College Programs, College Role, Educational Finance, *Educational Objectives, Higher Education, Planning Commissions, *Self Evaluation (Groups), Social Change, *State Universities

Identifiers—*Appalachian State University NC, Institutional Mission

A report on the final phase of a self-study and planning process undertaken by Appalachian State University, North Carolina, is presented. Initiated in 1979, the effort has involved: an examination of the university's internal and external environment, the potential impact of projected societal trends and value shifts, formulation of objectives to meet identified needs, and systematic evaluation of each objective. The phase in which proposed objectives were evaluated (1980 calendar year) involved: testing the compatibility of objectives, evaluating the significance of objectives, inventing strategies for achieving objectives, assessing the impact of proposed objectives on institutional sectors, and evaluating the feasibility of proposed objectives. This report documents the review process that the steering committee followed in the final stage and provides the final recommendations of the committee. The committee reviewed 83 objectives, assigned priorities, and projected a timeframe for implementation and achievement. Fifty-three objectives were endorsed. The objectives are listed, along with priority classification, suggested strategies and results, the committee's rationale, and timeframe for the future. Topical areas are as follows: the purpose of the university, organization and administration, educational program, financial resources, faculty, library, student development services, physical resources, special activities, graduate program, and research. (SW)

ED 225 434

HE 015 784

The National Investment in Higher Education, 1982.

American Council on Education, Washington, D.C. Association Council for Policy Analysis and Research.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Oct 82

Note—17p.

Available from—National Association for College and University Business Officers, Suite 510, One Dupont Circle, Washington, DC 20036 (\$2.50 each, 1-3 copies; \$1.50 each, 4-10 copies; \$1.00 each, 10 or more).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *College Role, *Economic Factors, Educational Benefits, Educational Demand, *Education Work Relationship, Financial Problems, *Financial Support, *Higher Education, *Human Capital, Research, Retrenchment, Scholarship, Student Financial Aid

The present status of higher education in the United States is considered, based on the theory of development of human capital, which proposes that the developed abilities of a nation's population are fundamental to its economic growth and well-being. Attention is also directed to social and cultural benefits. The following ideas are stressed: that U.S. higher education has become increasingly accessible to previously underserved populations and responsive to labor market needs, but that serious challenges remain for greater effort; that government investment in college students, through student aid, is an public investment in human capital and a means for ensuring educational opportunity; that U.S. universities play an essential part in basic research and the production of new knowledge; and that U.S. colleges and universities have an expanding role in providing opportunities for job training and retraining for workers of all ages. Undergraduate education is marked by diversity in goals and types of programs. In regard to graduate education, it is suggested that there is a need to expand graduate science, engineering, and related programs in order to meet critical national human capital needs. The fact that faculty are faced with problems of job security and deteriorating working conditions interferes with effective performance. The poor national economy adversely affects institutions' budgets, teaching and learning conditions, and research and scholarship; reductions in federal student aid threaten the continued accessibility of colleges. (SW)

ED 225 435

HE 015 785

Geller, William W., Ed.

Workbook for Planning, University of Maine,

Farmington. An Internal Working Document.

Maine Univ., Farmington.

Pub Date—[82]

Note—70p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Administration, *College Planning, College Programs, College Role, *Decision Making, Economic Factors, *Educational Objectives, Educational Trends, Higher Education, Long Range Planning, *Needs Assessment, Organizational Objectives, Research Projects, Social Change, *State Universities, Trend Analysis

Identifiers—*Institutional Mission, Public Service, *University of Maine Farmington

A workbook to guide planning at the University of Maine, Farmington (UMF) is presented that outlines the planning process and institutional goals, followed by university data. Attention is directed to trends in society, the region, state, and local service area and the likely effects on UMF in the next 3 to 10 years. Schemata are presented of the present planning process at UMF that include principal decision-making lines and recommending bodies, and the role of the planning committee in the decision-making process is described. Information is presented on UMF's mission and the status of: programs of study, public service activities, research programs, and special undertakings, including inservice programs in special education and conferences in rural community health education. In addition, goals are specified for education, public service, personnel, management, and student life. Trend data and narrative analysis are presented for: the economy, population/demography, work/employment, government/politics, science/technology, environment, energy, education (overall), and val-

ues. Projected impacts of these trends on educational programs, students, resources, public service, research, and the college administration are also listed. Finally, an outline shows development of institutional, divisional, departmental, and programmatic goals for the next 3 to 5 years. (SW)

ED 225 436 HE 015 787

Academic Programs, Degrees and Other Formal Awards, Fall 1982. State University of New York.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Report No.—SUNY-15-82

Pub Date—Sep 82

Note—357p.; Not available in paper copy due to marginal legibility of original.

Available from—Office of Institutional Research and Analytical Studies, State University of New York, State University Plaza, Albany, NY 12246. Pub Type—Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Associate Degrees, Bachelors Degrees, Campuses, Classification, *College Programs, *Degrees (Academic), Doctoral Degrees, *Educational Certificates, Higher Education, *Majors (Students), Masters Degrees, Multicampus Colleges, Professional Education, School Location, *State Universities

Identifiers—*State University of New York

Data on academic programs, degrees, and other formal awards offered by State University of New York (SUNY) institutions are presented in three different formats. Part 1 is in campus order and provides a listing of academic programs and degrees offered by each campus. Part 2 lists program names and indicates the campuses that offer the program. The awards available at each campus are listed beside the campus name. Part 3 is essentially an indexing report that links program names listed alphabetically with their taxonomic categories. Nineteen taxonomic groups, or clusters of programs, provide a way to order the large number of academic programs and diverse subject matters. The taxonomy makes no distinctions based on level of study. Differences in level of study are indicated by listing the awards available with the program name. When awards are listed by award level, the award levels are as follows: undergraduate certificates and diplomas, associate degrees, bachelor's degrees, master's degrees, doctoral degrees, first-professional degrees, and graduate certificates. A map with locations of SUNY institutions and a listing of the dates of establishment of the SUNY institutions are included. (SW)

ED 225 437 HE 015 788

Rehabilitation Therapy Discipline Advisory Group Final Report. Kentucky Allied Health Project. Kentucky Council on Public Higher Education, Frankfort.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Allied Health Professions.

Pub Date—Jun 82

Grant—SD12-AH-90062-03

Note—94p.; For related documents, see HE 015 789-793.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, *Allied Health Occupations Education, *Articulation (Education), Career Ladders, Cooperative Planning, Employment Level, Higher Education, Intercollegiate Cooperation, *Occupational Mobility, *Occupational Therapy, Occupational Therapy Assistants, *Physical Therapy, Physical Therapy Aides, Rehabilitation, *Statewide Planning, *Transfer Policy

Identifiers—*Kentucky Allied Health Project

Rehabilitation therapy education in Kentucky and articulation within the fields of physical therapy and occupational therapy are examined, based on the Kentucky Allied Health Project (KAHP). The KAHP's model system of allied health education promotes articulation in learning, planning, and resource utilization, and seeks to meet the needs of patients and students and to reduce the rising cost of health care. Phases of the KAHP include planning, developing and comparing curricula, reviewing articulation, initiating transfer agreements, developing a statewide articulation system, and project evaluation. For both physical therapy and occupational therapy, information is presented on the

history of the profession, types of educational programs, regulatory practices in the profession, and accreditation of the programs. Issues in articulation include identifying and establishing increased career mobility options for physical therapist and occupational therapist assistants. Activities of the Rehabilitation Therapy Discipline Advisory Group (DAG) of the KAHP include helping to reduce the extended time required for a physical therapist assistant to matriculate through the University of Kentucky (UK) program; and arranging for direct credit transfer from Jefferson Community College to the University of Louisville (UL) and UK programs. Additional DAG recommendations and the use of the Program Evaluation and Review Technique are addressed. (SW)

ED 225 438 HE 015 789

Respiratory Therapy Discipline Advisory Group Final Report. Kentucky Allied Health Project. Kentucky Council on Public Higher Education, Frankfort.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Allied Health Professions.

Pub Date—Jun 82

Grant—SD12-AH-90062-03

Note—59p.; For related documents, see HE 015 788-793.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, *Allied Health Occupations Education, *Articulation (Education), Career Ladders, Cooperative Planning, Employment Level, Health Services, Higher Education, *Intercollegiate Cooperation, Occupational Mobility, *Statewide Planning, Therapy, *Transfer Policy

Identifiers—*Kentucky Allied Health Project, *Respiratory Therapy

Respiratory therapy education in Kentucky and articulation within the field are examined, based on the Kentucky Allied Health Project (KAHP), which designed a statewide system to promote entry and exit of prepared personnel at a variety of educational levels. The KAHP model promotes articulation in learning, planning, and resource utilization. The Respiratory Therapy Discipline Advisory Group (DAG) negotiated a systemwide transfer agreement between respiratory therapy technician programs and respiratory therapist programs for the University of Kentucky Community College System and the Vocational Education System. Additional accomplishments of the DAG include developing a theoretical articulation model to illustrate all possible sequences of transfer within respiratory therapy programs in Kentucky; conducting a statewide manpower study; and identifying roles of respiratory therapists and technicians. Programs of study for the respiratory therapist and technician and the requirements for certification and registration are briefly described. DAG recommendations include development of an agreement between the vocational education system and the University of Louisville on advanced standing procedures for on-the-job trained personnel. The use of the Program Evaluation and Review Technique is also addressed, and the transfer agreement and maps of schools offering respiratory therapy programs are appended. (SW)

ED 225 439 HE 015 790

Dental Auxiliary Discipline Advisory Group Final Report. Kentucky Allied Health Project. Kentucky Council on Public Higher Education, Frankfort.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Allied Health Professions.

Pub Date—Jun 82

Grant—SD12-AH-90062-03

Note—84p.; For related documents, see HE 015 788-793.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, *Allied Health Occupations Education, *Articulation (Education), Career Ladders, College Planning, Cooperative Planning, *Dental Assistants, *Dental Hygienists, Dental Technicians, Employment Level, Health Services, Higher Education, Intercollegiate Cooperation, Occupational Mobility, Program Evaluation, *Statewide Planning, *Transfer Policy

Identifiers—*Kentucky Allied Health Project

Education for the dental auxiliary professions in

Kentucky and articulation within the field are examined, based on the Kentucky Allied Health Project (KAHP), which designed an articulated statewide system to promote entry and exit of personnel at a variety of educational levels. The KAHP model promotes articulation in learning, planning, and resource allocation. Dental auxiliary occupations include assistants, hygienists, laboratory technicians, and expanded duty staff. Information is provided on the history of these professions, educational programs, accreditation, and regulatory practices. The Dental Auxiliary Discipline Advisory Group (DAG): (1) developed a core curriculum to allow students to advance from dental assisting to dental hygiene; (2) developed an articulation model for advanced placement for students transferring into higher-level programs; (3) negotiated a transfer agreement between the five vocational-technical system dental assisting programs and the three community college system dental hygiene programs; (4) surveyed student interest in articulated programs; (5) designed a student information brochure; and (6) recommended developing competency assessment. Additional DAG recommendations and the use of Program Evaluation and Review Technique are addressed. The transfer agreement and maps of schools offering dental auxiliary programs are appended. (SW)

ED 225 440 HE 015 791

Nutrition/Dietetics Discipline Advisory Group Final Report. Kentucky Allied Health Project. Kentucky Council on Public Higher Education, Frankfort.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Allied Health Professions.

Pub Date—Jun 82

Grant—SD12-AH-90062-03

Note—77p.; For related documents, see HE 015 788-793.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, *Allied Health Occupations Education, *Articulation (Education), Career Ladders, College Planning, Cooperative Planning, Core Curriculum, *Dietetics, Dietitians, Employment Level, Graduate Surveys, Health Services, Higher Education, Intercollegiate Cooperation, *Nutrition, Occupational Mobility, *Statewide Planning, *Transfer Policy

Identifiers—*Kentucky Allied Health Project

Education in nutrition/dietetics in Kentucky and articulation within the field are examined, based on the Kentucky Allied Health Project (KAHP), which designed an articulated statewide system to promote entry and exit of personnel at a variety of educational levels. The KAHP model promotes articulation in learning, planning, and resource utilization. Information is provided on the history of the nutrition/dietetics profession, educational programs, accreditation and approval, and dietetics registration/certification. Efforts of the Nutrition/Dietetics Discipline Advisory Group resulted in: identifying 25 core courses among undergraduate programs; negotiating a transfer agreement between Eastern Kentucky University and other Kentucky programs; developing A Counseling Guide for Transfer Students based on a comparison of curricula, admissions, and transfer policies; developing a student information brochure; establishing a model curriculum database to facilitate greater articulation; and surveying 1977-1981 graduates to determine the actual success of Kentucky programs in meeting nutrition/dietetics labor market requirements. The Kentucky Dietetic Association has agreed to change its Career Guidance Committee with updating pertinent components of the system (i.e., curriculum core, transfer guide, student brochure). The use of the Program Evaluation and Review Technique is addressed, and the transfer agreement is appended. (SW)

ED 225 441 HE 015 792

Clinical Laboratory Sciences Discipline Advisory Group Final Report. Kentucky Allied Health Project. Kentucky Council on Public Higher Education, Frankfort.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Allied Health Professions.

Pub Date—Jun 82

Grant—SD12-AH-90062-03

Note—124p.; For related documents, see HE 015

788-793.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Advisory Committees, *Allied Health Occupations Education, *Articulation (Education), Biochemistry, Career Ladders, Chemistry, College Planning, Cooperative Planning, Employment Level, Health Services, Higher Education, Intercollegiate Cooperation, Medical Laboratory Assistants, *Medical Technologists, Microbiology, Occupational Mobility, *Statewide Planning, *Transfer Policy

Identifiers—*Clinical Laboratory Occupations, *Kentucky Allied Health Project

Education in the clinical laboratory sciences in Kentucky and articulation within the field are examined, based on the Kentucky Allied Health Project (KAHP), which designed an articulated statewide system to promote entry and exit of personnel at a variety of educational levels. The KAHP model promotes articulation in learning, planning, and resource allocation. Information is presented on the history of the clinical laboratory sciences (CLS) profession, educational programs, accreditation, and regulatory practices. Accomplishments of the CLS Discipline Advisory Group include the following: identifying roles and functions for three levels of CLS practitioners using Bloom's taxonomy; developing objectives at the basic and advanced levels in the areas of hematology, immunohematology, microbiology, immunology, and clinical chemistry/urinalysis; developing a model articulated curriculum; surveying medical laboratory technician students and graduates to determine interest in articulation; developing a CLS brochure for educators; surveying hospitals and private laboratories in Kentucky regarding manpower demand; and negotiating transfer agreements among colleges. The use of the Program Evaluation and Review Technique is also addressed. Various transfer agreements are appended, along with information on the CLS programs offered at Kentucky institutions. (SW)

ED 225 442

HE 015 793

Radiological Sciences Discipline Advisory Group
Final Report. Kentucky Allied Health Project.
Kentucky Council on Public Higher Education,
Frankfort.

Spons Agency—Health Resources Administration
(DHHS/PHS), Hyattsville, Md. Div. of Allied
Health Professions.

Pub Date—Jun 82

Grant—SD12-AH-90062-03

Note—93p.; For related documents, see HE 015
788-792.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, *Allied Health Occupations Education, *Articulation (Education), Career Ladders, College Planning, Cooperative Planning, Employment Level, Health Services, Higher Education, Intercollegiate Cooperation, Medicine, *Nuclear Technology, Occupational Mobility, Radiation Biology, *Radiologic Technologists, Radiology, *Statewide Planning, *Transfer Policy

Identifiers—*Kentucky Allied Health Project

Radiological sciences education in Kentucky and articulation within this field are examined, based on the Kentucky Allied Health Project (KAHP), which designed an articulated statewide system to promote entry and exit of personnel at a variety of educational levels. The KAHP model promotes articulation in learning, planning, and resource utilization. The following fields are covered: radiologic technology, nuclear medicine technology, radiation therapy technology, medical physics and health physics, and radiological health. Information is provided on educational programs in radiological sciences fields, accreditation, and certification. The Radiological Sciences Discipline Advisory Group (DAG) developed a curricular component matrix to compare curricula and provided the basis for planning for articulation between 24-month certificate radiography programs and 24-month associate-degree programs. The DAG also updated the American Society of Radiological Technology 1976 curriculum guide and addressed entry-level clinical procedures. An articulation model was also developed that illustrated all possible sequences of transfer with the radiological sciences in Kentucky, and transfer agreements between Kentucky colleges were negotiated. The use of the Program Evaluation and Review Technique is addressed and transfer agreements and maps showing schools offering radiological sciences programs are appended. (SW)

ED 225 443

HE 015 794

Haak, Harold H.

Parable of a President.

American Association of State Colleges and Universities, Washington, D.C.

Report No.—ISBN-0-88044-067-8

Pub Date—82

Note—75p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (\$6.00).

Pub Type—Books (010) — Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, *Administrator Attitudes, College Planning, *College Presidents, College Role, *Conflict Resolution, Decision Making, Educational Objectives, *Government School Relationship, Higher Education, *Interprofessional Relationship, *Organizational Theories, Political Influences, Resource Allocation

A fictional account of 1 school year in the life of a university president is presented to illustrate the conflicts within the university. A meeting with state officials regarding the university's 1979-1980 budget request is described, including the president's premeeting anticipation and his thoughts about the dynamics of interactions. Diverse phone calls received by the president are interspersed with his serious reflections regarding the budget request document and the political influences to the state decision-making process. After the legislative budget committee meeting, the president's responsibilities included: an all-day planning retreat on general education; a meeting with the State Education Commission regarding the university's academic master plan; meeting with the campus attorney regarding employee and student litigation and grievances; and a session with the faculty executive committee. The concept of "up-tight management," which emphasizes the simultaneous, or mixed, presence of conflict-oriented models along with various models that deemphasize conflict, is discussed in an afterword. The president placed a high priority on building a consensus on institutional purposes and priorities. The college was stressful because of disagreements about the university's goals as well as conflicting process or procedural models. The school was in transition from a teachers college to a liberal arts college, and then to a regional university. (SW)

ED 225 444

HE 015 795

Nocks, Barry C.

Academicians as Consultants: Travelling Between

Two Cultures.

Pub Date—[82]

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, *College Faculty, *Consultants, Consultation Programs, Higher Education, Interprofessional Relationship, *Multiple Employment, *Network Analysis, *Professional Services, Researchers, Staff Role, Technical Assistance

Advice on developing a consulting practice is offered to academicians who are interested in initiating part-time consulting work while maintaining a primary focus on teaching. Steps in this process are assessing one's marketability, contacting the agency, developing a project work plan, and completing the work. Marketable skills include: conducting planning studies; developing a survey instrument or sampling; grantsmanship skills; and substantive knowledge or expertise in a specific subject area that can help agencies provide services, improve client compliance, or improve outcomes. The following aspects of applied research must be acceptable to the academicians: use of less than reliable data; loss of control over the study's focus; competing interests regarding the outcome; problems that often cannot be clearly defined; and providing practical advice rather than qualified research findings. The individual must also establish time availability for consulting. Networking is the process of developing and using contacts and is necessary for increasing understanding of the system and maintaining links with agencies that need consulting services. Defining a work plan includes written specification of the consultant's role for the agency, time frame of the work, agency input, and reimbursement. Tasks involved in completing the work include developing and maintaining a working relationship with the agency staff and followup to en-

sure full use of the consultation product. (SW)

ED 225 445

HE 015 796

Lee, Susan And Others

The Emerging Culture in a Residential College Led by Women.

Pub Date—Aug 82

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1982).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrators, Beliefs, Communication Disorders, Cultural Context, *Females, *Group Experience, Higher Education, Journalism Education, *Living Learning Centers, Mass Media, On Campus Students, *Peer Influence, *Residential Colleges, Role Perception, Social Structure, Student Attitudes, Theater Arts

Identifiers—Illinois

The culture in a female-managed residential college that focused on communication studies was examined. The college, which was opened in 1981, is a unique living unit under the supervision of a head and associate master, in which 107 students live in a collection of suites representing the academic disciplines of journalism, radio/television/film, communication studies, communication disorders, and theatre and interpretation. The impact of having women in the positions of primary authority on the emerging culture at the college was assessed through interviews, participant observation, and surveys. Attention was directed to shared beliefs, culture, group development, social structure in process, authority relations, and perception of tasks. Preliminary findings focus on: confusion of role identity, title, and authorization of women masters; variations in degree of investment in the organization; denial and rejection of the mission as stated by the head master; polarity in perception of masters as 'good mothers' and devaluation of professional status and authority; ambivalence expressed by moving toward or away from mentor functions; and relationship and perception of a male graduate assistant. It is concluded that a powerful dependency culture took hold of the college: students felt helpless or unable to initiate activities and perceived the college as a kind of safe haven for escape. Students were not able to experience the masters as differentiated, competent, and caring women, but saw the master with the unidimensional view held by the group. (SW)

ED 225 446

HE 015 797

Faughn, Shirley And Others

Significant Others: A New Look at Attrition.

Pub Date—18 Mar 82

Note—22p.; Paper presented at the Annual Meeting of the American Counseling and Personnel Association (Detroit, MI, March 18, 1982).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, College Admission, *College Freshmen, Dropout Prevention, Extracurricular Activities, Friendship, Higher Education, Institutional Research, Interpersonal Relationship, *Peer Relationship, Student Adjustment, Student Attrition, *Student Teacher Relationship

Identifiers—*Significant Other, *Spring Arbor College MI

The relationship between a student's "significant others" and academic persistence or attrition was studied at Spring Arbor College, Michigan, and activities were instituted at the college as a result of study findings. "Significant others" was defined as those who interacted with and influenced the individual's conceptions. A modified form of the Wisconsin Significant Other Battery (Haller and Woelfel, 1972) was administered to 181 of the 279 new 1974 freshmen. Fifty-four percent of the respondents indicated that they had at least one significant other affiliated with the college (student, faculty, staff); 46 percent had none. The average number of significant others for each student was 3.7. Of the 54 respondents who left the college during or at the end of their freshman year, 75 percent had no significant others on campus, while 63 percent of the 137 respondents who persisted into their sophomore year had at least one significant other at the college. Based on these findings, a program incorporating the significant others model was developed. All on-campus activities were reviewed in respect to their facilitation of significant other rela-

tionships for the student. Faculty were asked to provide additional time and attention outside the classroom to a few students. Since parents are significant others for many students, they were included in the summer orientation weekend and freshman parents day. Finally, extracurricular activities and admissions were redesigned. (SW)

ED 225 447 HE 015 799
Sabatini, John

Out-of-State Institutions of Higher Education Operating in the State of Maryland. Academic Year 1982-83.

Maryland State Board for Higher Education, Annapolis.

Pub Date—Dec 82

Note—57p.

Available from—State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Reports - Research (143) - Legal-Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Programs, Compliance (Legal), *Enrollment Trends, *Extension Education, Geographic Location, Graduate Study, Higher Education, *Off Campus Facilities, *School Location, State Standards, State Surveys, Undergraduate Study

Identifiers—*Maryland, *Out Of State Institutions Information is presented on out-of-state institutions operating in Maryland during the 1982-1983 academic year, courses and programs, enrollments by institution, and the locations of the courses. Institutional changes since the preceding academic year and the current status of approved institutions are also identified. Sixteen out-of-state institutions were approved to operate at 41 off-campus locations during the 1982-1983 academic year. While the University of Delaware terminated its mechanical and aerospace engineering offerings at Aberdeen Proving Group, the Drew University School of Theology was approved to offer courses leading to the Doctorate of Ministry. The 41 sites include: 12 county and private schools, 10 private organizations, 8 federal agencies, 3 naval installations, 4 military bases, 2 churches, 1 state hospital, and 1 county agency. Thirteen of the institutions are private colleges and three are public. Overall, these institutions enrolled an estimated 3,075 students during fall 1982, 65 percent at the graduate level and 35 percent at the undergraduate level. The universities accounting for the most enrollments were George Washington University, the University of the District of Columbia, Central Michigan University, and American University. Regional accrediting associations of the 16 out-of-state institutions are identified. Appended materials describe the monitoring mechanism for evaluating the compliance of out-of-state institutions with state regulations. (SW)

ED 225 448 HE 015 801
Trombley, Toni B.

Evaluation Pilot Study of Academic Advising: University of Vermont.

Vermont Univ., Burlington.

Pub Date—79

Note—56p.; Prepared by the Advising Referral Center.

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Advising, Career Counseling, *Counselor Evaluation, Counselor Role, *Faculty Advisers, Helping Relationship, Higher Education, Information Needs, Institutional Research, *Student Attitudes, Student Educational Objectives, Student Needs, *Undergraduate Students

Identifiers—*University of Vermont

Undergraduate student perceptions of academic advising at the University of Vermont were analyzed and compared by year in school and college/school within the university. Forty percent of the 925 respondents were arts and sciences students, a proportion representative of the overall enrollment distribution at the college. Students rated the importance and performance of 26 functions of academic advisors on a five-point scale. Two questionnaire forms, each containing 13 different items, were administered. The results indicate that freshmen were the most satisfied and sophomores and juniors were the least satisfied with advisor performance. Findings support the notion that the role of an advisor can be described in terms of advising outcomes statements. In general, the prevailing attitude

was that advisors do not perform the advising role well. A core group of functions or competencies was identified: technical competencies (e.g., providing information on requirements, helping students find answers to questions); and interpersonal competencies. Interpersonal competencies seem to include the expectation that advisors will help the student to relate academic options to specific careers, plan their course of study, and formulate educational goals. Thirty percent of the respondents indicated that advisors did not respond to their request for advising meetings. Questionnaire items and data on responses are appended. (SW)

ED 225 449 HE 015 802

Trombley, Toni B.

Self-Study of a Centralized Advising Unit at the University of Vermont.

Vermont Univ., Burlington.

Pub Date—79

Note—16p.; Prepared by the Advising Referral Center.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Ancillary School Services, *Counselor Training, Decision Making, *Faculty Advisers, Higher Education, Information Needs, Linking Agents, Material Development, Professional Recognition, *Program Evaluation, Self Evaluation (Groups), Student Educational Objectives, Student Needs, Teacher Role

Identifiers—*University of Vermont

The operating assumptions and the value of the University of Vermont's Advising Referral Center were evaluated during a university-wide program review process. The centralized office supplements a faculty advising system and is designed to promote consistency and improvements in advising practices within the university. It serves as a communication link between the students and the faculty and administrators. As the center has developed, its emphasis has shifted from reacting to students' academically related problems to focusing on advising as a total system. The advising unit's goals may be divided into three broad areas: to assist students in decision making, help faculty to be better informed and skilled advisors, and foster a climate whereby administrators officially reward advisors. The center's activities include: reaching and assisting students and referring them to other resources when appropriate; responding to requests from colleges/schools/departments or individual faculty for support and guidance in advising; conducting seminars and workshops for faculty; acting as a catalyst for faculty and academic units to develop and evaluate their advising missions; and making the university aware of the needs of special groups of students. The last area was addressed through programs for nontraditional and reentry students, development of course descriptions and handbooks for transfer students and minority students, and a survey of transfer students' needs. (SW)

ED 225 450 HE 015 803

Namir, Sheila

Stresses Associated with a Major Life Transition.

Pub Date—[82]

Note—6p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Adult Development, *Child Rearing, Children, Comparative Analysis, Family Mobility, *Family Relationship, *Graduate Students, Higher Education, *Married Students, Parents, *Psychological Characteristics, Relocation, Spouses, *Stress Variables

Identifiers—Becoming a Family Project, Couples in Transition Project

Stresses experienced by eight married couples when the husband is entering graduate school (Couples in Transition Project) were compared to stresses felt by eight couples who recently gave birth to their first child (Becoming a Family Project). Both projects were based at the University of California, Berkeley. In addition, eight couples who were neither having a baby nor going through the transition to graduate school were tested. An adaptation of the Holmes and Rahe Social Readjustment Rating Scale (1967) was used to measure presumptive life stress. Fifty-seven items were clustered within eight domains: the relationship with one's partner and events concerning friendship, finances, home (including relocation items), jobs, schooling, extended family, and other important events.

Women in all three groups reported more life stress events than men. The graduate student couples experienced significantly more life stress events than the other two groups of couples, who did not differ significantly from each other. Arguments with partners were reported more often by the graduate school couples than by the other couples, and events concerning finances were also more frequently cited by the graduate school couples. As expected, events concerning moving, schooling, and major changes in living conditions, contributed to the stress scores for the graduate student couples. (SW)

ED 225 451 HE 015 804

Epstein, Laura Mason And Others

Couples in Transition: Relocation and Graduate School Influences on Development.

California Univ., Berkeley.

Pub Date—23 Aug 82

Note—8p.; Symposium presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Adult Development, Family Mobility, *Family Relationship, *Graduate Students, Higher Education, Life Satisfaction, *Married Students, Need Gratification, *Relocation, *Role Perception, *Self Concept, Spouses

Role satisfaction, marital satisfaction, and self-esteem of married graduate students were assessed with eight couples who relocated and eight couples who did not when one partner began graduate studies. Half of the couples were participants in the Couples in Transition Project at the University of California, Berkeley. The couples were administered the "Who Does What" (Cowan and Cowan) questionnaire within a year and a half of beginning graduate school. Respondents rated how 36 household chores, family decisions, and child care tasks were divided by the couple and how they would like to see such responsibilities shared in the future. Role satisfaction was determined by the discrepancy between ratings for current versus desired division of labor for each task. Satisfaction with self, or self-esteem, was assessed with the Gough Adjective Checklist, and satisfaction with the couple relationship was assessed with the Locke Wallace Short Marital Adjustment Test. Both men and women who relocated scored significantly lower on self-esteem than nonrelocators. Couples who relocated tended to report less role satisfaction than couples who did not. Individuals in both groups, and especially the women, were significantly less satisfied with the way in which housework was shared than with the decision-making arrangements in their relationships. It is concluded that when one partner entered graduate school, both individuals experienced role dissatisfaction, and for those who relocated, there was lower self-esteem for both. (SW)

ED 225 452 HE 015 805

Carnahan, Robert E.

Faculty Attitudes of Alienation Related to Specific Professional and Environmental Characteristics in Higher Education: Collective Bargaining as a Consequence of These Attitudes and Characteristics.

Pub Date—[82]

Note—44p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Collective Bargaining, *College Faculty, Employment Practices, *Faculty College Relationship, Higher Education, *Individual Power, Personnel Policy, Power Structure, Professional Autonomy, *Teacher Alienation, Teacher Attitudes, *Teaching Conditions, Work Attitudes, Work Environment

The relationship between the current collective bargaining movement in higher education and faculty alienation was studied by determining whether professional and work conditions were related to alienation and whether faculty alienation affected opinions concerning collective bargaining. Of 401 mailed questionnaires, 187 usable responses were obtained from faculty members at a Pittsburgh area university that did not have a bargaining agent. Faculty alienation was measured by five indices (powerlessness, isolation, meaninglessness, normlessness, and self-estrangement). Results indicate that certain professional and environmental characteristics were associated with different types of

alienation. The younger, untenured, lower ranking, social science and humanities, and lower income faculty members scored higher on certain alienation indices. Faculty members who were the most alienated were more likely to favor collective bargaining as a means of resolving conflicts than their less alienated colleagues. Faculty favoring collective bargaining in higher education scored higher on all of the alienation indices. It is concluded that faculty members showing more confusion (normlessness) over institutional procedure were more likely to view collective bargaining as a means of clarifying this confusion. It is also suggested that faculty who felt more isolated from society at large were more in favor of collective bargaining. A bibliography is appended. (SW)

ED 225 453 HE 015 806

Oversight on Current Status and Administration of Federal Student Assistance Programs. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, Second Session (January 27, 28 and February 2, 3, and 4, 1982).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—82

Note—415p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Accountability, Agency Role, College Students, Compliance (Legal), *Eligibility, *Federal Aid, Federal Legislation, Federal Programs, Federal Regulation, Government Role, Government School Relationship, Higher Education, *Loan Repayment, Parent Responsibility, Self Evaluation (Groups), Standards, *Student Financial Aid, *Student Loan Programs

Identifiers—Audits, *Guaranteed Student Loan Program, *National Direct Student Loan Program, Omnibus Budget Reconciliation Act 1981, Student Loan Marketing Association

The management and operations of federal student assistance programs are addressed in hearings before the Committee on Education and Labor. In fiscal year 1981, the Office of Inspector General (OIG), Department of Education (ED) issued 4,811 audit reports on postsecondary education programs. Costs disallowed or questioned amounted to \$25.3 million. Most of these reviews were financial and compliance audits of the campus-based and Pell grant programs performed by independent public accountants. To assist colleges and universities to develop their own standards of satisfactory academic progress in compliance with federal eligibility requirements, guidelines and initiatives have been developed by the American Association of Collegiate Registrars and Admissions Officers, the National Association of Student Financial Aid Administrators, and the American Council on Education. State guarantee agency views on the Guaranteed Student Loan (GSL) supplementary programs, specifically the Parent Loan and Auxiliary Loans to Aid Students programs, are presented. The General Accounting Office considers their recent reports on satisfactory academic progress, the effectiveness of institutional repayment and collection practices in the National Direct Student Loan program, and ED's management of the GSL program. Lastly, the current status of the Student Loan Marketing Association (Sallie Mae) programs are addressed, along with loan consolidation, warehousing, and servicing of loans; and new authorities granted Sallie Mae by recent federal legislation. (SW)

ED 225 454 HE 015 807

Heidt, Edward A. Zajkowski, M. Michael
An Assessment of Naval ROTC Graduate Performance in Post-Accession Training. Focus on the Trained Person.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No.—TAEG-TR-131

Pub Date—Oct 82

Note—141p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, College Graduates, *College Programs, Comparative Analysis, Core Curriculum, Grade Point Average, *Graduate Study, Higher Education, Institutional Characteristics, Management Information Sys-

tems, Military Science, *Military Training, National Surveys, *Officer Personnel, Persistence, *Technical Education

Identifiers—*Naval Reserve Officers Training Corps

The U.S. Naval Reserve Officer Training Corps (NROTC), offered through host colleges and universities, requires enrolled midshipmen to complete all institutional requirements for the baccalaureate degree in a technical or scientific field or an academic major of interest to the Navy, and to complete specific naval science courses. This study addresses the relationship of technical preparation to performance in post-accession training programs and gives a general assessment of the NROTC program's effectiveness. A management information system was developed to identify, track, and analyze pertinent data. Analyses were done of graduate performance in these follow-on training programs: surface warfare officer, supply corps, submarine officer basic, nuclear power, and aviation. Results showed that graduates performed at a consistently satisfactory level in all programs. Grade averages were well above established pass/fail scores and showed minimal deviation from those of other accession programs. Attrition, setback, correlations with students' technical background, and institutional variables were also considered. Study data are displayed in tables and charts with narration. Appended are NROTC core curriculum requirements, a data elements list by source, and institutional variables and assignment notes. (MSE)

ED 225 455 HE 015 808

Haase, Patricia T. Smith, Mary Howard
Reports of Seven Demonstration Projects on RN Education. Pathways to Practice.

Southern Regional Education Board, Atlanta, Ga. Nursing Curriculum Project.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—82

Note—40p.

Available from—Southern Regional Education Board, 1340 Spring St., N.W., Atlanta, GA 30309.

Pub Type—Reports - Descriptive (141) - Collected Works - General (020)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bachelors Degrees, College Faculty, *Demonstration Programs, Equivalency Tests, Higher Education, Nurses, *Nursing Education, Outreach Programs, *Program Development, Program Evaluation, Rural Areas, Teacher Attitudes, *Teaching Hospitals

Identifiers—George Mason University VA, Medical University of South Carolina, Northwestern State University LA, Prairie View A and M University TX, United States (South), University of Maryland Baltimore, University of North Carolina Greensboro, University of South Florida

Summaries of demonstration projects in registered nurse (RN) education in seven Southern schools are presented. The report on the Prairie View A & M University program focuses on issues addressed in establishing a program: avoiding previous program pitfalls, curricular adaptation, teaching strategies, and challenge (equivalency) policies. The George Mason University program report looks at faculty reactions and roles in program development. In the University of North Carolina at Greensboro program report, the construction of challenge examinations is featured, with the issue of professional socialization during the program also considered. A program to accommodate and optimize working and learning opportunities in a community hospital was the focus of the program at Northwestern State University of Louisiana, with clinical laboratories an important program element. At the Medical University of South Carolina, the program was developed around the working and learning experiences at the medical center hospital, and the curriculum and evaluation of the program are outlined. The University of Maryland at Baltimore project featured a rural outreach effort, in which local attitudes and relationships at the three sites were carefully nurtured. Urban outreach and a competency-based curriculum are outlined in the University of South Florida's program report. (MSE)

ED 225 456

HE 015 809

Abel, Robert L.

Degrees Awarded in the Nation and the South, by Sex, 1979-80.

Southern Regional Education Board, Atlanta, Ga. Pub Date—[82]

Note—319p.

Available from—Southern Regional Education Board, 1340 Spring St., N.W., Atlanta, GA 30309 (\$5.50).

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, *Degrees (Academic), Doctoral Degrees, Females, *Higher Education, *Intellectual Disciplines, *Majors (Students), Males, Masters Degrees, National Surveys, Private Colleges, Professional Education, Regional Characteristics, State Colleges, Trend Analysis

Identifiers—Higher Education General Information Survey, *United States (South)

Data derived from National Center for Education Statistics files are presented in two tables. The first gives total bachelor's, master's, doctoral, and first-professional degrees awarded in the United States, the Southern Regional Education Board area, and each of the Southern States (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia). Distribution is by sex, field, level, and institutional control (public and private). The second table provides similar information on associate degrees. Supplementary tables offer selected displays of historical trends and a comparative analysis. Among the findings are these: record numbers of degrees were awarded in the South at all but the master's level; the South accounts for one in four of all degrees awarded in the nation; women increased their share of degrees; women earn less than one-third of all doctorates, with most concentrated in traditionally female-dominated fields (e.g., home economics, foreign languages, library science, and nursing); women earn a higher proportion of degrees at all levels except first-professional in the South than nationally; and women doubled their share of first-professional degrees in the last 5 years but account for only one in four degrees nationally and one in five in the South. (Author/MSE)

ED 225 457

HE 015 810

Wilson, O. Meredith

Values in Higher Education. The Wilson Lecture Series.

Arizona Univ., Tucson. Center for the Study of Higher Education.

Pub Date—Apr 82

Note—26p.

Available from—Center for the Study of Higher Education, College of Education, University of Arizona, Tucson, AZ 85721.

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *College Role, Democracy, Educational Change, *Educational Objectives, Federal Aid, Government Role, *Higher Education, *Social Change, United States History, *Values

The text of a lecture in the University of Arizona Wilson Lecture Series on values in higher education is presented, with responses by Richard H. Gallagher, Jeanne McRae McCarthy, and Raymond H. Thompson. The theme of the talk is that man is by evolution and by necessity a thinking animal, who now finds himself in a technologically dependent society. Our educational system grew up to meet national objectives, which are summarized in the Preamble to the Constitution of the United States. Of all man's great innovations, the university is the most appropriate response to his nature, and may be the most successful agent for controlled and constructive change. Comments on the lecture focus on these issues: the proportions of federal support of higher education, current proportions of the higher education enterprise, underrepresentation of certain populations in the university community, and the potential for undesirable homogenization of university education. (MSE)

ED 225 458

HE 015 812

Fogleman, Janice M.

Evaluation of Affective Traits of Medical Technology Students.

Pub Date—Mar 82

Note—50p.; Master's Thesis, Pennsylvania State University.

Pub Type—Dissertations/Theses—Masters Theses (042)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Behavior, *Behavioral Objectives, *Behavior Rating Scales, Evaluation Methods, Higher Education, *Medical Technologists, Questionnaires, Rating Scales, Staff Role, *Student Evaluation, *Test Construction

An observational rating instrument was developed to measure affective traits of medical technology students. Fourteen categories of behavioral traits evaluated by medical technology programs were identified, based on results of a national survey. These traits were then grouped according to the affective domains established by Krathwohl, Bloom, and Masia (1971). Affective objectives were developed for medical technology students, including the following: being attentive and demonstrating an attitude of appropriate response to instructions and duties, showing a value system consistent with clinical laboratory professionalism and the ability to set priorities for tasks, and internalizing the values. In addition, 49 behavioral statements that defined the affective traits were identified and incorporated into a questionnaire, which was administered to medical technology education coordinators and instructors in Pennsylvania. Thirty respondents classified each behavior according to the most appropriate behavior category and rated each behavior according to its importance in the role of the medical technologist. Findings resulted in 31 affective traits that were used in the final instrument, a Likert-type scale for rating students. A literature review, bibliography, questionnaire, list of schools surveyed, and instructions for using the evaluation form are included. (SW)

ED 225 459

HE 015 813

Moore, Kathryn M.

Women and Minorities, Leaders in Transition: A National Study of Higher Education Administrators.

American Council on Education, Washington, D.C.; Pennsylvania State Univ., University Park, Center for the Study of Higher Education.

Spons Agency—EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.

Report No.—PSU-83-310

Pub Date—[82]

Note—64p.

Available from—Center for the Study of Higher Education, Pennsylvania State University, University Park, PA.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Rank (Professional), *Administrator Attitudes, Administrator Characteristics, Administrator Qualifications, *College Administration, Comparative Analysis, Deans, *Educational Background, Educational Change, *Females, Higher Education, Individual Characteristics, Males, Mentors, *Minority Groups, National Surveys, Occupational Mobility, *Sex Differences, Whites

Career issues, educational concerns, and the professional, educational, and personal backgrounds of 2,896 senior college administrators were studied, with focus on the status of women and minorities. Women represented 20 percent of the sample; minorities, 8 percent. Women and minorities were largely registrars, librarians, and financial aid directors; men were largely presidents, chief business officers, and registrars. Of the 653 deans, 90 (13.8 percent) were women, and over half of the women deans were in the fields of nursing, home economics, arts and sciences, and continuing education. In addition, 5.5 percent of the deans were minorities. Men were more likely to hold new positions than women, and higher percentages of men held academic rank compared to women; 87.8 percent of male administrators were currently married, and 43.7 percent of the women were. Career mobility issues did not differ significantly for men and women, but slightly higher percentages of minorities and women were seeking a job change in comparison to whites and men. Minority respondents felt that major increases had taken place in their

opportunities for professional advancement and personal autonomy. The greatest future concerns for both whites and minorities were student recruitment and retention. Minorities were more concerned about affirmative action than were whites, and both minorities and whites agreed that if fiscal matters deteriorated, athletics should be cut first. (SW)

ED 225 460

HE 015 814

Gray, Hanna Holborn

The Liberal Arts Revisited. Eighth David D. Henry Lecture.

Illinois Univ., Chicago.

Pub Date—Oct 81

Note—22p.

Available from—President's Office, 364 Administration Building, 506 South Wright Street, University of Illinois, Urbana, IL 61801.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, Educational Benefits, Educational History, Educational Objectives, *Educational Philosophy, *Education Work Relationship, General Education, Higher Education, Individual Development, *Liberal Arts, *Relevance (Education), Social Change, Student Development, Technical Education, *Vocational Education

The question of whether a liberal arts education is the best or the most useful kind of schooling is considered through a historical perspective. While education may be viewed as instrumental to the development of the individual and the overall society, some believe education should provide specific job training. In the first view, the needs of future generations are considered in terms of human competence, civic responsibility, professional ability, and individual fulfillment. In the second case, education is valued as leading to a particular opportunity for a given kind of work and life. Views of the liberal arts have varied from ancient times and the Renaissance to the 1980s. In the 1980s, there is a return to the view that education has become too fragmented and that in the late 1960s curricula lost their coherence and teachers their convictions. The character of education within the university requires educators who demand breadth in the approach to their subjects, self-conscious reflectiveness, thoughtfulness, and a respect for rigorous intellectual activity. Although a "core" curriculum may be a good approach to general or liberal education, liberal education is a particular approach toward education rather than a specified syllabus or curriculum. (SW)

ED 225 461

HE 015 815

Revenue and Expenses of Ontario Universities, 1981-82. Volume I, Universities.

Council of Ontario Universities, Toronto. Research Div.

Report No.—ISBN-0-88799-162-9

Pub Date—Nov 82

Note—167p.; For related document, see HE 015 816-818.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Budgeting, Educational Finance, *Expenditures, *Financial Support, Foreign Countries, Higher Education, *Income, Operating Expenses, *Resource Allocation, *School Funds, *State Colleges

Identifiers—Canada, *Ontario

Fiscal year 1981-1982 data on revenues and expenses for the 21 Ontario, Canada, provincially assisted universities and related institutions are presented for each institution and on a consolidated basis. Statistical tables cover the following: total actual revenue and expense by type of general fund and excess of revenue over expense before and after appropriations; actual revenue by source and type of fund; expenses (all funds) by object and type of fund; actual operating expenses by object and functional area; percentage analysis of revenues by source and by type of fund 1978-1979 to 1981-1982; percentage analysis of expenses by object of expense, by functional area, and by type of fund 1978-1979 to 1981-1982; and enrollment and basic income units in 1981-1982. In addition, guidelines on principles of reporting are presented, along with definitions for various types of funds, operating expenses, expenditures, and revenue sources. The Ontario institutions include: Brock University,

Carleton University, University of Guelph, Lakehead University, Laurentian University, Algoma University College, Nipissing University College, Le College Universitaire de Hearst, McMaster University, Ontario College of Art, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson Polytechnical Institute, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 225 462

HE 015 816

Revenue and Expenses of Ontario Universities, 1981-82. Volume II, Affiliated and Federated Colleges and Universities.

Council of Ontario Universities, Toronto. Research Div.

Report No.—ISBN-0-88799-163-7

Pub Date—Nov 82

Note—130p.; For related document, see HE 015 815-818.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Budgeting, Church Related Colleges, Educational Finance, *Expenditures, *Financial Support, Foreign Countries, *Higher Education, *Income, Operating Expenses, *Resource Allocation, School Funds, State Colleges, Universities

Identifiers—Canada, Ontario

Data for 1981-1982 on revenues and expenses of the affiliated and federated colleges and universities of Ontario, Canada, are presented for each institution and on a consolidated basis. Statistical tables cover: total actual revenue and expense by type of general fund and excess of revenue over expense before and after appropriations; actual revenue by source and type of fund; percentage of operating revenue by source; percentage analysis of total revenue by type of fund by institution; expenses (all funds) by object and type of fund; percentage analysis of total expenses by type of fund and institution; actual operating expenses by object and functional area; percentage of operating expenses by object of expense by institution; percentage analysis of revenues by source and by type of fund 1978-1979 to 1981-1982; and percentage analysis of expenses by object of expense, by functional area, and by type of fund 1978-1979 to 1981-1982. The schools are as follows: Huntingdon University, University of Sudbury, Thorneloe University, McMaster Divinity College, St. Augustine's Seminary, Universite St-Paul, Queen's Theological College, Knox College, Regis College, University of St. Michael's College, University of Trinity College, Victoria University, Wycliffe College, Conrad Grebel College, Renison College, University of St. Jerome's College, St. Paul's College, Brescia College, Huron College, King's College and St. Peter's Seminary, Waterloo Lutheran Seminary, and Dominican College. (SW)

ED 225 463

HE 015 817

Revenue and Expenses of Ontario Universities, 1981-82. Volume III, Operating Fund Net Change in Appropriated Reserves and Unappropriated Funds.

Council of Ontario Universities, Toronto. Research Div.

Report No.—ISBN-0-88799-160-2

Pub Date—Nov 82

Note—58p.; For related documents see HE 516 815-818.

Available from—Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Budgeting, College Buildings, *College Planning, Educational Facilities, Expenditures, Facility Improvement, Foreign Countries, Higher Education, *Income, *Insurance, *Long Range Planning, *Resource Allocation, School Accounting, *School Maintenance, *State Colleges, Universities

Identifiers—Ontario

A series of tables display the appropriated reserves and unappropriated funds arising from university operating accounts during fiscal year 1981-82 for each of the 43 provincially assisted universities and affiliated institutions in Ontario. Data

are given for opening and closing balances and basic fund activity during the year. The five categories of appropriations used are provisions for repairs, renovations, and replacement of physical assets; purchase order commitments; specific commitments carried over for the subsequent year; self-insurance funds; and others unique to each institution. The data reflect an Ontario policy of accumulation of modest reserves as an element of good long-term planning. Tables include: a summary for all institutions together; a summary for universities only; a summary for each university; summary information for all affiliated and federated institutions; and data for each of those institutions. (MSE)

ED 225 464 HE 015 818
Revenue and Expenses of Ontario Universities,
1981-82. Volume IV, Physical Plant Operating
Expenses.

Council of Ontario Universities, Toronto. Research
Div.

Report No.—ISBN-0-88799-161-0

Pub Date—Nov 82

Note—48p; For related documents see HE 015
815-817.

Available from—Council of Ontario Universities,
130 St. George St., Suite 8039, Toronto, Ontario
M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110) —
Reports — Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgets, *College Buildings, Equip-
ment Maintenance, *Expenditures, Facility Im-
provement, Foreign Countries, Higher Education,
Library Acquisition, *Operating Expenses, Prop-
erty Taxes, *School Maintenance, *School
Security, State Colleges, Surveys, *Unit Costs,
Universities, Utilities

Identifiers—*Ontario

Results of an annual survey provide an analysis of physical plant costs by major functional area and object of expense, as reported in each university's operating fund. The principles observed in reporting, definitions, and explanatory comments on the cost categories and their scopes precede a series of summary tables for: total and percentage plant operating expenses by function and object of expense for the fiscal year ended April 30, 1982; total and percentage expenses by function and institution; total and percentage expenses by object of expense and institution; breakdown of utilities and "other" expenses by institution; gross square feet and utility rates by institution; and unit costs of operating expenses by institution in dollars per square foot. The function categories include physical plant administration, building maintenance, custodial services, utilities, landscape and grounds maintenance, and security and traffic. The "object of expense" categories include salaries and wages other than those used for administration of safety programs, employee benefits, library acquisitions, equipment and furniture (purchase, rental, and maintenance), operational supplies and expenses, cost of goods sold, utilities, property taxes, renovations and alterations, externally contracted services, scholarships and other aid, principal and interest repayment, land and site services, buildings, miscellaneous, and internal cost allocation. (MSE)

ED 225 465 HE 015 821
Cox, Carole Russell, Bonny
Pre-Retirement Training: Expanding the Role of
the University.

Pub Date—Nov 82

Note—14p; Paper presented at the Annual Meet-
ing of the Gerontological Society of America
(Boston, MA, November 1982).

Pub Type—Reports — Descriptive (141) — Speech-
es/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, *Aging (In-
dividuals), Aging Education, *College Faculty,
College Role, Educational Gerontology, Geron-
tology, Higher Education, Interdisciplinary Ap-
proach, Middle Aged Adults, Older Adults,
*Preretirement Education, *Retirement, *School
Community Relationship, Teacher Retirement

Identifiers—*San Jose State University CA

The beginning phases of a preretirement program at San Jose State University, California, are described. The program, initiated through the interdisciplinary gerontology program, entailed group discussions and individual followup and counseling when appropriate. Discussion topics were housing, legal matters, leisure and volunteer work, health, and finances, including budgeting on a fixed in-

come. Forty-one participants, or 5 percent of the college's faculty, attended either on-campus sessions for 6 weeks or two off-campus sessions. Most participants were involved in social networks, organizations, and leisure activities, and many were looking forward to having more time to spend in these activities during retirement. Most had done some planning for retirement, mainly financial, and they were primarily interested in discussing financial topics such as investments, budgeting, and pensions. A university-based preretirement program has advantages other programs may not have: university consultants are knowledgeable in specific subject matters, instructional techniques, and adult development; the university consultants are available for further counseling or followup; information and material can be easily revised as new data are obtained; and sessions can also be offered in community locales. The university can also benefit from a retirement preparation program through training corporation personnel and students in industrial gerontology or preretirement planning. (SW)

ED 225 466 HE 015 824
Smith-Winberry, Cheryl Tomlinson-Keasey, C.
Educational Strategies and Personality Outcomes
of Gifted and Nongifted College Students.

Pub Date—[82]

Note—8p.

Pub Type—Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academically Gifted, Academic Aptitude, *College Students, Comparative Analysis, Grouping (Instructional Purposes), Higher Education, *Intervention, Locus of Control, *Personality Measures, Self Concept Measures, Sex Differences, *Special Education, *Student Adjustment, Student Placement

Identifiers—*California, Gifted and Talented Education Program CA

The personal adjustment of gifted and normal college students was compared, and the effects of different educational programs for the gifted were assessed. Sixty-three males and 61 females who had been identified as gifted during elementary or junior high school by the California public schools were divided into three groups based on the degree of special programming they received through California's Gifted and Talented Education Program (GATE). The educational programming for the gifted consisted of: a high GATE intervention group with all-day special classroom, a medium GATE intervention group with 2 hours of special study each week, and a low intervention group with little or no special educational programming. The gifted students and control group were administered the California Personality Inventory and Rotter's Internal-External Locus of Control Scale. In addition, Scholastic Aptitude Test (SAT) scores, grade point averages (GPA's), and demographic characteristics of students were examined. The inventory scores indicated that gifted women were better adjusted than normal women, and that the normal men were better adjusted than the gifted men. While the gifted students had significantly higher SAT scores and GPA's than the normal students, the three groups of gifted students did not differ on these measures. The gifted women in the high intervention group had higher career aspirations than women in the other gifted groups, and the gifted men in the intervention groups had higher scores on self-acceptance. (SW)

ED 225 467 HE 015 825
Brown, Charles I.
Dealing with the Minority Issues.

Pub Date—Oct 80

Note—9p; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. The paper was also presented at the Annual Meeting of the Southern Association for Institutional Research (Louisville, KY, October 29-31, 1980).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Colleges, *Black Students, Black Teachers, *College Desegregation, Discriminatory Legislation, Financial Support, Higher Education, *Integration Studies, Minority Groups, Racial Attitudes, Racial Bias, *Racial Discrimination, Racial Integration, *White Students

Issues concerning white students at the historically or predominantly black colleges are identified,

along with related studies. Although some educators projected that the funding of traditionally black colleges and universities (TECU's) would increase in proportion to the white presence, it is claimed that state, federal, and philanthropic funds given to TECU's have consistently been below the amounts given to white colleges. It is proposed that desegregation is achieved to the degree it succeeds in modifying the social institutions, the personal behaviors, and the value system that supported the structure of segregation (e.g., separate schools for races and peoples, denial of equal access to public places, and laws preventing free occupational choice). It is suggested that the total transition from a segregated to an integrated society will involve some costs to the social system. Studies are cited regarding: educational and occupational aspirations of students entering predominantly white and predominantly black colleges; U.S. higher education financing; the role of institutional research in higher education desegregation issues; and faculty and administrator attitudes regarding their minority status at traditionally white/traditionally black colleges. The publishing and research activities of the Institute on Desegregation, North Carolina Central University, are briefly noted. (SW)

ED 225 468 HE 015 826
Gamson, Zeldia F. And Others
From Prejudice to Reassessment: Stages in
the Responses of Colleges and Universities to
Increased Black Enrollment.

Pub Date—80

Note—22p; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. Paper presented at the National Conference on Desegregation in Higher Education (Raleigh, NC, July 19, 1979).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Affirmative Action, Ancillary School Services, *Black Students, *College Desegregation, College Environment, Compliance (Legal), Conflict Resolution, *Enrollment Trends, Higher Education, Program Evaluation, Racial Attitudes, *Racial Relations, *Self Evaluation (Groups), Student College Relationship, Student Needs, *Student Recruitment

The dynamics of responses of white colleges to increased black enrollment were investigated during 1974 and 1975. Interracial teams first undertook field work at 13 colleges and universities that experienced a substantial increase in black enrollments between 1968 and 1972, and students, faculty, and administrators at 4 of the 13 institutions were then surveyed. The sample included: four small, private colleges (Lewis University and Bradley University in Illinois, Carleton College and Macalester College in Minnesota); two large, private universities (Northwestern University in Illinois and a school that wished to remain anonymous); four small, public institutions (Clarion State College and California State College in Pennsylvania, the University of Missouri, Kansas City, and State University of New York, Brockport); and three large public universities (Bowling Green State University, Ohio, and two colleges that wished to remain anonymous). Attention is directed to: predisposing internal and external forces; active recruitment of blacks; conflict during the transition; active accommodation for black students through development of programs and support; and reassessment. None of the 13 institutions had full institutionalization (i.e., legitimated review procedures and high institutional priority on black programs), although more than half seemed to be approaching partial institutionalization (i.e., no legitimated procedures but high priority on black programs). (SW)

ED 225 469 HE 015 827
Bell, Margaret E. And Others
Common Factors in Sex and Race Discrimination.

Pub Date—[79]

Note—12p; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type—Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assertiveness, *Black Students, *College Desegregation, Equal Opportunities (Jobs), Females, Higher Education, Males, Minority

Groups, *Racial Attitudes, Racial Discrimination, *Sex Bias, Sex Differences, Sex Discrimination, Sex Role, *Student Attitudes, *White Students

Factors that might be common to sex and race discrimination were studied with a sample of 86 black and white graduate students enrolled in two Southern colleges. Attitudes toward changing economic roles for women and blacks were also assessed. Thirty-seven percent of the sample was under 30 years old, and 93 percent was from the Southeastern United States. A 34-item Likert-type scale covered: "changes in the status quo" (e.g., "women should not think themselves equal to men" and "black people are responsible for most of the crime in the country"); professions in which men or women are underrepresented and should seek more equalization; incentives for minorities; and female assertiveness. While none of the four subgroups (black male/female, white male/female) strongly disagreed with the educational system's encouragement of girls to be assertive, males, and particularly black males, reacted strongly to the factor "changes in the status quo," which had a large number of items dealing with the independence and/or supervisory ability of women. Black males exhibited the most discrimination on the sex items and more concern about incentives for minorities; white females expressed the greatest discrimination on the race items. It is concluded that race and sex discrimination are not necessarily separate entities, and that prejudicial attitudes toward blacks and women are indicative of perceived threat. (SW)

ED 225 470 HE 015 828

Matthews, Janet R.

Increasing the Employability of the Undergraduate Psychology Major.

Pub Date—Apr 82

Note—16p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (April 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, Career Guidance, *College Graduates, *Education Work Relationship, *Employment Potential, Higher Education, Job Skills, Majors (Students), Occupational Information, *Psychology, *Undergraduate Study, Vocational Interests

Identifiers—*Creighton University NE

Suggestions for improving the employability of bachelor's-level psychology graduates are offered, based in part on practices at Creighton University, Nebraska. One approach is to provide training in specific skills useful in the employment setting, including: biofeedback training; independent study in computer work and a psychology field; practicum with human services agencies; colloquiums that include occupational information and career workshops; information on postgraduate demands in psychology and related disciplines; and videotaping of simulated job interviews between students and faculty. At Creighton, new psychology majors receive brochures covering the program, future study, and employment. A source of information for the brochures was a survey of psychology graduates, which found that about 41 percent of the psychology department's graduates entered the job market immediately following graduation. In addition, Creighton's formal advising system, counseling center, and career development course offered within the psychology department provide career information. In this course, students complete the Self-Directed Search (Holland, 1974) and the System for Career Decision-Making (Harrington and O'Shea, 1980) and conduct an in-depth investigation of a career. Speeches on postgraduate study by psychologists in the field and student practice in simulated job interviews are also included in the course. (SW)

ED 225 471 HE 015 829

Fuller, Vicki S. And Others

Profile of North Carolina Central University Freshmen Class, Fall 1978.

North Carolina Central Univ., Durham. Office of the Associate Vice-Chancellor for Academic Affairs for Research, Evaluation, and Planning.

Pub Date—Sep 79

Note—41p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Academic Aspiration, *Black Students, College Choice, *College Desegregation, *College Freshmen, Enrollment Influences, Family Characteristics, Higher Education, Interpersonal Relationship, Occupational Aspiration, Student Attitudes, *Student Characteristics, Student Motivation, *Values

Identifiers—*North Carolina Central University

Demographic and academic information on 1978 North Carolina Central University (NCCU) freshmen were assessed, using the NCCU Freshman Survey and 66 items from the College Student Questionnaire. Attention was directed to student attitudes about family and peer relationships, instructional/learning styles, and political, social, cultural, and moral issues; reasons for college choice; and educational, career, and employment plans. The sample consisted of 696 students, approximately 84 percent of the fall 1978 entering freshmen. Most respondents were between 18 and 22 years old; 63 percent were female; 97 percent were black; and 83 percent were North Carolina residents. Information is presented on: family background, including birth order and number of siblings, educational levels attained by parents, estimated family income, parents' values and influence on the student; the type of high school attended; high school rank and Scholastic Aptitude Test scores; and students' perceptions of their motivation. Student responses to five scales of the College Student Questionnaire are considered (family independence, peer independence, liberalism, social conscience, and cultural sophistication). Students indicated agreement/disagreement with five possible reasons for choosing to attend NCCU (academic, financial, personal, social, and location). Finally, information is presented on highest level of education planned and life style/work preferences. (SW)

ED 225 472 HE 015 832

Nordvall, Robert C.

The Process of Change in Higher Education Institutions. AAHE-ERIC-Higher Education Research Report, No. 7, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82
Contract—400-77-0073

Note—58p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$5.00, members; \$6.50, non-members).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adoption (Ideas), Change Agents, *Change Strategies, College Environment, *College Planning, Conflict Resolution, Decision Making, *Educational Change, *Higher Education, *Institutional Characteristics, Institutional Research, Linking Agents, Models, *Organizational Theories, Problem Solving, Program Proposals, School Organization

Conditions that inhibit change in higher education institutions and various models of the change process are described. Attention is also directed to: organizational character, structural features, planning procedures, key individuals in the change process, and practical advice about change. The major change models for higher education institutions are: research, development, and diffusion (rational planning); problem solving; social interaction; political (conflict); linkage; and adaptive development. Structural features of the institution that may affect receptivity to change include school size and decentralized/centralized decision-making procedures. Characteristics that indicate openness to change include lateral rather than vertical communications, a consensus on operating goals, a spirit of self-examination, provision of resources for change, and widespread influence on decision-making. Ongoing planning processes that rely on institutional research data to plan long-range goals and to revise the plans periodically may allow the institution to respond to the need for change. Use of an internal versus an external change agent are compared. Steps in instituting change may involve trying to create a receptive climate, diagnosing the problem that led to a need for change, developing a proposal

for implementing the change, campaigning to gain approval, and implementation. (SW)

ED 225 473 HE 015 833

Overall, Jesse U., IV Marsh, Herbert W.

Students' Evaluations of Teaching: An Update.

AAHE-ERIC Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036
Journal Cit—AAHE Bulletin; Dec 1982 p9-12

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Educational Research, Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, Higher Education, Institutional Research, Questionnaires, Reliability, *Student Evaluation of Teacher Performance, Teacher Characteristics, *Teacher Effectiveness, *Teaching Skills, Validity

Recent research (1978-1982) on student evaluations of teaching is reviewed, including: influence of background variables pertaining to the student, the teacher, and the learning environment; the dimensions of the teaching being evaluated; the validity of students' evaluations; the "Doctor Fox" effect and its implications for validity; the reliability, stability, generalizability, and usefulness of students' evaluations; and the construction and selection of evaluation questionnaires. Dimensions of teaching that students evaluate may include: skill, rapport, assignments, breadth of coverage, tests and grading, group interaction, enthusiasm, and organization. The extent to which students' evaluations of faculty correlate with variables thought to reflect effective teaching may be addressed by considering the following criteria: student achievement, instructor self-evaluations, and improved student attitudes toward the subject. A number of studies have examined the "Doctor Fox" effect: the possibility that student assessments of teacher effectiveness are more a function of an instructor's wit and personality than of the educational content of the lecture. It is concluded that the research indicates that (1) evaluations are not significantly influenced by background variables, and are valid, reliable, stable, generalizable, and useful, and (2) properly constructed evaluation questionnaires assess multiple dimensions of the instructional process. (SW)

ED 225 474 HE 015 834

A Search for Quality and Coherence in Baccalaureate Education. Project on Redefining the Meaning and Purpose of Baccalaureate Degrees.

Association of American Colleges, Washington, D.C.

Spons Agency—Pew Memorial Trust, Philadelphia, Pa.

Pub Date—[82]

Note—48p.

Available from—Association of American Colleges, 1818 R Street, N. W., Washington, DC 20009.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, *Bachelors Degrees, College Curriculum, College Role, *Curriculum Design, *Educational Assessment, *Educational Objectives, Educational Quality, Evaluation Criteria, Extracurricular Activities, Higher Education, Student Development, Student Evaluation, Student Role, Teacher Role, *Undergraduate Study

The Association of American Colleges' (AAC) Project on Redefining the Meaning and Purpose of Baccalaureate Degrees is described. The Project has three purposes: to promote and facilitate a nationwide discussion and consensus about the meaning of baccalaureate degrees; to identify and define appropriate knowledge, intellectual proficiencies, and personal attitudes that should result from undergraduate study; and to develop and disseminate criteria and guidelines for colleges and accrediting agencies to use in assessing quality in baccalaureate education. The national dialogue, begun on 11 campuses chosen by AAC as representative of the major

sectors of American higher education, will involve the learned societies, national higher education associations, and accrediting agencies. Final criteria and standards will be released in January 1985. One definition of the baccalaureate degree is proposed here that takes into account the realities of today's world. Lines of inquiry of the study are identified: principles for organizing curricula; benefits of extracurricular activities to undergraduate education; responsibilities for teaching and learning; principles for assessing progress and achievement; and institutional responsibilities for undergraduate education. A selected bibliography for further study is appended. (SW)

ED 225 475 HE 015 835

Kayla, Carol A. And Others

Impact of the Older Student on Undergraduate Enrollment. SAIR Conference Paper.

Pub Date—Oct 82

Note—36p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Persistence, *Adult Students, *Age Groups, Degrees (Academic), Full Time Students, Higher Education, Institutional Research, Longitudinal Studies, *Nontraditional Students, Part Time Students, School Holding Power, Sex Differences, Student Attrition, Trend Analysis, *Undergraduate Students

Identifiers—*SAIR Conference, *West Virginia University

Enrollment and retention trends during 1977-1981 for undergraduate nontraditional (age 25 and older) students at West Virginia University (WVU) were studied. During the 5-year period, the number of nontraditional undergraduates increased over 23 percent, while total undergraduate enrollment remained relatively stable. Nationally, females represent the majority of adult students, but there was a slight majority of males at WVU. However, the number of older female students increased dramatically since 1977. Although nationally about 72 percent of the students 25 years old and older are part-time, the majority of WVU nontraditional students have been full-time and over 70 percent have been enrolled in degree programs as opposed to specialized majors. Retention of nontraditional freshmen was slightly over 50 percent after 1 year and 35 percent after 2 years. Retention rates were slightly higher for sophomores and juniors. The graduation rate in 4 years was low for nontraditional students; however, it appears that about 50-76 percent of sophomores, juniors, and seniors graduate by 5-6 years after entry. It is concluded that the majority of adult students are degree-oriented. (SW)

ED 225 476 HE 015 836

Bottomley, Wayne N. And Others

Interest in Evening Courses: Survey Analysis. SAIR Conference Paper.

Pub Date—Oct 82

Note—32p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aerospace Education, Aviation Technology, Computer Science Education, *Engineering Education, Evening Programs, Higher Education, Institutional Research, Questionnaires, *Scheduling, School Schedules, *Student Attitudes, *Student Employment, Technical Occupations, Weekend Programs, Working Hours

Identifiers—*Embry Riddle Aeronautical University FL, *SAIR Conference

Student interest in increased evening courses at Daytona Beach Campus of Embry-Riddle Aeronautical University (ERAU) was investigated. The proportion of students employed while attending ERAU and student attitudes concerning evening or Saturday courses were also determined. Of the 3,312 students preregistered for fall 1982, 862 completed a questionnaire, which is appended. Across all programs and classes, 13.5 percent held jobs on campus and 27.6 percent worked off-campus. Almost half had been employed at some time while attending ERAU, and over one-third presently work more than 20 hours per week. Almost

half experienced some conflict between work and class, while 38.4 percent felt additional evening courses would help them find or retain employment. Thirty percent favored Saturday courses. Computer, management, and maintenance students were particularly interested in evening courses. Appended data provide responses by student educational level and field of study (computers, aeronautical engineering, aviation maintenance, management, and aeronautical sciences). (SW)

ED 225 477 HE 015 837

Wood, Kenneth L. Wood, Susan Hawthorne

Issues in Publishing a University-Wide Long-Range Plan. SAIR Conference Paper.

Pub Date—Oct 82

Note—16p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, College Role, Educational Objectives, Higher Education, *Long Range Planning, *Participative Decision Making, Political Influences, *Publications, *Publicity, Reports, *State Universities

Identifiers—*SAIR Conference, *Strategic Planning

The process of long-range planning, political considerations, and approaches to the publication of such plans, are examined, based on the experience at Western Carolina University, North Carolina, a public regional institution conferring bachelor's and master's degrees. A key element for a successful strategic planning effort is the involvement of campus constituencies, based on a top-down, bottom-up planning process, which is described. The plan should cover from 4-10 years, and the planning publication should be revised every 2 years. It is suggested that budgetary figures be excluded from the long-range plan but that the long-range plan be a major part of the budgetary process. The format of the plan should include a short description of organization, its function, and responsibilities; short- and long-range goals and objectives, and unit projections for items, such as enrollments, revenues, or units of work. Additional aspects of a long-range plan include: the need to be consistent with the institution's mission; the availability of a historical database; the existence of an organization to administer the planning process and an adequate staff to edit and publish the plan; and a process to evaluate the progress toward goals of each administrative unit. (SW)

ED 225 478 HE 015 838

Budig, Jeanne E.

New Configurations in University Administration: The Role of the Institutional Research Office in Support of University Advancement. SAIR Conference Paper.

Pub Date—Oct 82

Note—15p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administration, *College Administration, *College Planning, Financial Support, Fund Raising, Higher Education, *Institutional Advancement, *Institutional Research, Mergers, Needs Assessment, Organizational Communication, Researchers, Research Needs, *Research Skills, Retrenchment, *Staff Utilization

Identifiers—*SAIR Conference

An institution's innovative plan for staff utilization, which represented a forced coalition between the offices for institutional research and university advancement, is described. Funding cuts eliminated staff in both of these offices. An institutional research/planning staff team (team A) identified current skills and resources and determined faculty and staff perceived unmet resource needs and priorities. A development/advancement staff team (team B) developed a list of 12 advancement elements, which is appended, and assessed the present status of each element. The two teams reviewed each other's lists, and team B matched eight need areas with seven potential funding sources. The matching process was based on Harold Hodgkinson's "I Have/You Need" approach to problem-solving. Cooperation of both teams with a university-wide advancement

advisory committee resulted in the development of a recommendation for staffing and resource requirements to accomplish a 1- and 3-year development plan. Charts are appended that show the interface between identified needs and potential funding sources, and the interface between 11 institutional research skills and the 12 advancement plan elements. A literature review on functions of institutional research and university advancement is included. (SW)

ED 225 479 HE 015 839

Bloom, Allan M. Winstead, Wayland H.

Not Your Average Data Base. SAIR Conference Paper.

Pub Date—Oct 82

Note—20p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Oriented Programs, *Databases, Higher Education, *Information Dissemination, Information Storage, Institutional Research, *Management Information Systems, Reports, State Universities, *Student Characteristics

Identifiers—*SAIR Conference, *Virginia Polytechnic Inst and State Univ

The development of an unusual database at Virginia Polytechnic Institute and State University (Virginia Tech) is described. The Student Census-Data Report File (STUCENFL) was designed to meet both internal and external data recipients' needs for student-related information. Attention is directed to needs for the database, underlying design concepts, the development process, and benefits. STUCENFL yields reports and ad hoc analyses that contain valid and internally-consistent information, and that cross-total to related reports and studies. The data items of STUCENFL are a subset of the student, academic, and timetable portions of the Student Data Base. One STUCENFL record is extracted for each student, containing demographic, diploma, admissions, academic history, and current course registration data. The data are extensively edited and updated to achieve valid, consistent, and reliable information. Details of the system, including data elements (BSR and USDS), derived report files, and records for six student populations are presented, along with a glossary of terms. Information for users of STUCENFL as a data source for automated systems is also included. (SW)

ED 225 480 HE 015 840

McCord, Michael T. Ingle, Robert

Producing "Service to Non-Major" Reports Without an ICLM via NCHEMS. SAIR Conference Paper.

Pub Date—Oct 82

Note—29p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982). Appended examples of the computer program and the output report may not reproduce well.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Credits, *Computer Oriented Programs, Computer Programs, Courses, Departments, Higher Education, *Information Needs, *Institutional Research, *Management Information Systems, *Nonmajors, *Reports, Undergraduate Study

Identifiers—Induced Course Load Matrix, *SAIR Conference

The procedures for producing a report on departmental service to nonmajors are described in detail. The objective was to provide information for decision-making needs without reliance on the standardized pre-packaged models. An alternative to the Induced Course Load Matrix (ICLM) of the Resource Requirements Prediction Model (RRPM) package of the National Center for Higher Education Management Systems (NCHEMS) provides concrete information as opposed to symbolic or ratio information. Since the ICLM as contained in the NCHEMS package was too complex for practical purposes, the IRS145 was developed to produce a two-page departmental report on student credit hours generated by undergraduate majors. IRS145 is a computer job primarily written in Easytrieve, with one program written in PL1. Detailed explanation

tions are provided concerning the files and the programs. The fields include major, classification, quarter, course number, and quarter credit hours for the course. The uses of the IRS145 versus the ICLM are briefly contrasted. An explanatory memo for department heads regarding the approach is appended. (SW)

ED 225 481 HE 015 841

Bottomley, Wayne N. And Others
Reasons for Change of Schedule: A Survey of Reasons Why Students Drop Classes. SAIR Conference Paper.

Pub Date—Oct 82

Note—19p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classes (Groups of Students), *College Students, *Courses, Decision Making, Departments, Enrollment Trends, Higher Education, Institutional Research, Questionnaires, School Schedules, *Student Attitudes, *Withdrawal (Education)

Identifiers—*Class Drops, *Embry Riddle

Aeronautical University FL, *SAIR Conference
Major factors affecting a student's decision to drop a particular class were studied in 1982 at Embry-Riddle Aeronautical University, Daytona Beach. A total of 793 questionnaire forms were returned indicating reasons for 1,152 course drops. The most frequently cited reason was reduction in load, while change of section and change of class were also frequently cited. Different response patterns were found depending on the department of the class and the time of the drop. A large number of students waited until the final week to drop a course involving academic problems. One-fifth of the students indicated dropping classes because of conflicts with work or transportation. Financial considerations were the most-cited cause for drops in flight courses. Additional reasons for drops included conflict with instructor, change of major or program, and personal problems. Respondents also indicated whether a class change involved (1) a different section number for the same course and department or (2) a different course number and/or department. The procedure for estimating the survey response rate is explained and a questionnaire is appended. (SW)

ED 225 482 HE 015 842

Williams, John A.
Student Evaluations of University Attainment on Key Performance Indicators. SAIR Conference Paper.

Pub Date—Oct 82

Note—18p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Colleges, College Role, Educational Assessment, *Educational Objectives, *Evaluation Methods, Higher Education, Institutional Research, *Long Range Planning, Organizational Objectives, *Outcomes of Education, Program Evaluation, Research Design, *Student Participation

Identifiers—*SAIR Conference, *Xavier University of Louisiana

Efforts to integrate the gathering of student outcome data with the long-range planning efforts of Xavier University, Louisiana, a traditionally black college, are described. Attention is directed to the need for measurement of key performance indicators as perceived by students. Rather than soliciting students' views, their participation in activities was determined. That is, levels of student involvement in activities for which the university had projected participation (e.g., percentage registering to vote) were analyzed. Thirty key performance indicators reflect specific objectives regarding academic, student services, and administration. The importance of structuring the survey instrument to elicit responses directly associated with the performance indicators or objectives is addressed. The university's planning document was used as the source of survey items, since it provides clear and measurable planning objectives. Questionnaires were adminis-

tered to 251 of the 923 students who completed pre-registration forms. Using the Statistical Package for the Social Sciences, the level of student involvement in key areas was assessed. These areas include: visiting an art museum, enrolling in a creative writing class, involvement in research, and exposure to standardized tests. (SW)

ED 225 483 HE 015 843

Michael, Robert O.
Sudden Organizational Change. SAIR Conference Paper.

Pub Date—Oct 82

Note—21p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Departments, *Educational Change, *Faculty College Relationship, Higher Education, *Models, *Organizational Change, Organizational Theories, Teacher Alienation, *Teacher Attitudes, *Values

Identifiers—Catastrophe Models, *SAIR Conference, Significant Change Model

A conceptual model of sudden organizational change, the Significant Change Model, is described and graphically displayed. The model includes the organizational member's perception of the degree, magnitude, or abruptness of an institutional change in relation to the individual's imputed value of the perceived change. Both of these factors are combined in the Significant Change Model to produce the behavioral relationship between the organization and its members. A matrix of the model illustrates the interactions between the perceptions of magnitude and value of institutional change. For example, in the first section of the matrix, there is a perception of no change in the organization and an attachment of no positive value to this: the status quo prevails. Nine sections of the matrix are explained with reference to higher education institutions. A further graphic representation of the Significant Change Model occurs by applying the components to the cusp catastrophe model, which provides an additional qualitative dimension toward the development of the model. A Loss and Grief model is also applied to organizational change. (SW)

ED 225 484 HE 015 844

Yi, Peggy S. And Others.
The Impact of Cut Backs in Federal Financial Aid. SAIR Conference Paper.

Pub Date—Oct 82

Note—23p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Attendance, Eligibility, *Enrollment Trends, *Federal Aid, Federal Regulation, *Financial Aid Applicants, Higher Education, Retrenchment, *Student Financial Aid, Identifiers—College Work Study Program, National Direct Student Loan Program, *SAIR Conference, *West Virginia University

The impact of federal aid cutbacks on enrollment at West Virginia University (WVU) was studied. The total amount awarded to WVU students in each program and the average award, along with the number of students applying for each federal aid program, were assessed for 1981-1982 and 1982-1983. In addition, the students who applied but did not receive financial aid in 1982-1983 were matched in the fall 1982 student enrollment file, and a determination was made on whether they would have been eligible for financial aid based on the 1981-1982 regulations. Total dollars in federal aid declined 27 percent from the previous year, and each aid program decreased in amount by 25-35 percent, except for the College Work-Study Program and the National Direct Student Loan Program (NDSL). The average amount awarded per student, however, did increase slightly. The number of aid applicants to federal programs fell 26 percent from 1981. It appears that overall the federal cutbacks had little immediate impact on the institution, since enrollment increased. Possible reasons for this finding include WVU's low tuition and fees and the school's high payback percentage on NDSL. The

five federal student financial aid programs are described, and changes in funding are indicated. (SW)

ED 225 485 HE 015 845

Sullivan, Margaret M. Smith, Glynion
The Pendulum Swings: A Self-Correcting Process in Colleges and Universities. SAIR Conference Paper.

Pub Date—Oct 82

Note—20p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *College Administration, *College Curriculum, *College Environment, *Decision Making, Employment Practices, Higher Education, Institutional Research, *Personnel Policy, Trend Analysis

Identifiers—*SAIR Conference

The self-correcting process in higher education, which provides a basis for predicting institutional decisions related to personnel, curriculum, and the environment, is discussed. Since group process is important to influencing personnel decisions in higher education, the institutional researcher can make predictions based on the actions of search, tenure, and promotion committees. A brief case example demonstrates the attempt of faculties to balance leadership, a powerful element of the self-correcting process. Two examples are also presented of institutional responses to tenure issues and demands for career-oriented programs. It is suggested that the process of questioning what type of programs should be offered by colleges is important to the self-correcting process, since the competition for high technology industry among states is anticipated to influence college curriculum development. In addition, many institutions have reinstituted core curriculum requirements. The institutional environment includes communication, problem-solving, administrative style, and the way that information is collected, maintained, and reported. For 13 issues pertaining to personnel, curriculum, and the environment, potential implications of two contrasting college environments are identified. (SW)

ED 225 486 HE 015 846

Christal, Melodie E.
The Sweep to the South: Fact or Fallacy? SAIR Conference Paper.

Pub Date—Oct 82

Note—34p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982). Some tables may not reproduce well.

Pub Type—Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Freshmen, *College Students, College Transfer Students, *Geographic Distribution, Graduate Students, Higher Education, *In State Students, Migration, *Out of State Students, Place of Residence, Private Colleges, State Colleges, *Student Mobility, Undergraduate Students

Identifiers—*SAIR Conference, *United States (South)

Current residence and migration patterns in states affiliated with the Southern Association of Institutional Research (SAIR) were studied, based on 1979-1980 data from the Higher Education General Information Survey (Residence and Migration of College Students, Fall 1979). The data cover first-time students by level, and full-time and part-time status, with attention directed to net migration by state for freshmen, undergraduate transfer students, graduate students, professional students, and foreign students. For each SAIR state, data are also provided on: first-time nonresidents enrolled by institutional type and public/private status; and resident students attending out-of-state institutions by type and control. Out-migration and in-migration ratios are employed to analyze student migration rates. It was found that most of the southern states enroll more out-of-state students in the public institutions, with the exceptions of Georgia, Oklahoma, Missouri, and Tennessee. Florida is the only state that has the majority of nonresidents enrolling in public 2-year institutions. Possible reasons for this 87 percent of first-time students remaining in their home state to study in 1979 are noted (e.g., costs

and financial aid policies). Suggestions for other levels of analysis (institutional and intrastate) are also identified. (SW)

ED 225 487 HE 015 847

Batson, Steve W.

How Not to Prepare an Institutional Factbook.

SAIR Conference Paper.

Pub Date—Oct 82

Note—20p; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Opinion Papers (120) — Reference Materials — Vocabularies/Classifications (134) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Guides, *Editing, Higher Education, *Layout (Publications), Printing, *Publications, *Resource Materials, *Statistical Data

Identifiers—Institutional Factbooks, *SAIR Conference

A humorous consideration of institutional factbooks and the editor's role is presented. Factbooks are increasingly popular as an administrative tool for institutional research, strategic planning, and public relations. Topics include the following: the need to gain the college president's approval for the publication, cooperation with other offices, staffing needs, data analysis, the use of graphs and other illustrations, layout and design, dealing with the printer, deciding on the quantity of factbooks required, distribution of the publication, and budgets. Appended materials include: a list of items to include in printing specifications, proofreader's marks, and printing terminology. (SW)

ED 225 488 HE 015 848

Prather, James E. And Others

Faculty Turnover and Termination: A Longitudinal

Analysis. SAIR Conference Paper.

Pub Date—Oct 82

Note—18p; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, *College Faculty, College Planning, *Employment Patterns, *Faculty Mobility, Higher Education, Information Needs, Job Layoff, Labor Turnover, Models, Personnel Policy, Political Influences, *Reduction in Force, Retrenchment, *Statistical Analysis, *Teacher Employment, Trend Analysis

Identifiers—*SAIR Conference

A format for isolating key components of the faculty flow process and communicating this information to interested audiences is described, and formal faculty flow models are reviewed. Many rational faculty flow models are based on the Markov-chain analytical framework; however, when funding and enrollments are uncertain, the complexity of faculty composition becomes more difficult to model realistically. It is suggested that the situation at many colleges and universities does not meet the requirements and assumptions of these rational models and that complex institutions are typically governed by a political process, consisting of competing interests. An alternative strategy is proposed that seeks to familiarize the various interests and coalitions of the institution with the trends in faculty turnover and potential causes. The approach utilizes historical data in graphical formats. A graph illustrates that resignations and employment of temporary faculty are declining, while terminations and retirements are about stable at low levels. Historical data can also be used to show how individual faculty members move through faculty ranks. Multiple discriminant analysis is a good approach for handling a large number of variables. (SW)

ED 225 489 HE 015 849

Fagg, Jane And Others

A Study of the Educational and Career Goals of Freshman Students from the Arkansas Ozarks.

SAIR Conference Paper.

Pub Date—Oct 82

Note—53p; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires

(160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Aspiration, *Career Choice, College Freshmen, *Females, Higher Education, Nontraditional Occupations, Occupational Aspiration, Occupational Mobility, *Parent Background, Questionnaires, Relocation, *Rural Areas, Sex Differences, Sex Role, Student Attitudes, Student Characteristics

Identifiers—*Arkansas (Ozarks), *SAIR Conference

The background, career and educational aspirations, and attitudes of 148 female freshmen in the Arkansas Ozarks were studied to determine reasons for underachievement and lack of commitment among females of this region. Comparisons were also made to responses of 54 male students. All respondents were residents of 29 hill counties and attended either two- or four-year institutions. Attention was directed to: attitudes toward success, families, and working women; family and extra-family support; comparison of parents' education and careers and the students' plans; desired size of community or current hometown; mobility; career choice (traditional/nontraditional); multiple role expectations; expected participation in activities; and salary expectations. Comparisons to findings from the literature and implications of the study findings for career education in Arkansas are examined, along with results of administering the Bem Sex Role Inventory. Generally, respondents desired careers that required more education and paid higher salaries than their parents achieved. Many of the female students desired a nontraditional career and were willing to relocate. Appendices include statistical tables and a questionnaire. (SW)

ED 225 490 HE 015 850

Pruitt, William N. Jr.

AIDP and PME: The Magnitude of Their Impact on a Small Private Liberal Arts College. SAIR

Conference Paper.

Pub Date—Oct 82

Note—25p; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Administration, *College Planning, College Role, Higher Education, Information Needs, *Institutional Research, *Management Information Systems, Participative Decision Making, Private Colleges, *Program Evaluation, Small Colleges, Systems Approach

Identifiers—*SAIR Conference, *Voorhees College

SC The development of a Planning, Management, and Evaluation (PME) system at Voorhees College, is described. The project at the small, liberal arts college was supported by an Advanced Institutional Development Program (AIDP) grant. Primary objectives were to decrease the responsibility of the college's chief officer and to upgrade the academic participatory PME system, which includes a program budgeting system. Improvements associated with the PME system include: establishing an institutional research office; improving communications at all management levels, including the president's delegation of decision-making responsibility; developing a management information system (MIS); and clarifying institutional goals and objectives. After the development of a comprehensive MIS, a planning system was established which included developing systems for a new administrative structure, and developing a goal-setting and evaluation model. New institutional research initiatives included information needed by line offices and for internal and external reporting. Additionally, institutional evaluation provided for the comprehensive assessment of mission, goals, objective attainment; program objective attainment; and program personnel performance. (SW)

ED 225 491 HE 015 851

Hopkins, Charles E. Sullivan, Margaret M.

Cost vs. Value: Academic Qualifiers to Traditional Institutional Measures of Productivity. SAIR

Conference Paper.

Pub Date—Oct 82

Note—11p; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Opinion Papers (120) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, College Faculty, *College Programs, College Role, College Students, *Costs, Decision Making, *Educational Assessment, Educational Finance, Educational Quality, *Evaluation Criteria, Higher Education, Needs Assessment, Productivity, School Community Relationship, *Values

Identifiers—*SAIR Conference, *Value Added

An analysis of college programs that extends beyond cost comparisons and that may improve academic decision-making is described. The framework is based on the program cost elements presented by Gonyea and Harper (1978). A hypothetical college of urban affairs is used to illustrate the program cost elements. The program includes four constants: program, students, faculty, and costs. If the four constants are translated into categories of values, emphasis may be directed to the following four academic qualifiers: programs with special meaning, programs with potential for growth, programs with regional/national prestige, and programs with "valued" faculty. A continuum is presented that describes each program by the average credit hours taught by full-time faculty. When this continuum is balanced with a program distribution that considers actual program costs, a different pattern emerges. It is concluded that there is a need to augment traditional criteria and cost measures with "value need" assessments, since budgetary decisions and program continuance are at issue. Program decisions involve the following principles: a creative approach to evaluating the role of the institution as it relates to community need; a subject weighting of quality and potential; and the institutional role in motivating both the community and the institution to address needs that might improve the quality of life in the community. (SW)

ED 225 492 HE 015 852

Gusler, Thomas E.

A Survey of Recent Alumni: Design and Processing

Considerations. SAIR Conference Paper.

Pub Date—Oct 82

Note—37p; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Alumni, Databases, Educational Benefits, Employment Experience, *Graduate Surveys, Higher Education, Institutional Research, *Questionnaires, *Research Design, State Universities, Student Attitudes, *Student Characteristics, Student College Relationship, Test Construction

Identifiers—*Florida State University, *SAIR Conference

The development, design, and results of a survey of Florida State University alumni who received their degrees during 1980-1981 are examined. The questionnaire was mailed to 4,588 students who received undergraduate or graduate degrees, and 1,533 responses were obtained. Attention was directed to whether students had achieved personal, academic, and professional goals while attending the university; perceptions about the university and the major field of study; success in the job market; suggestions for the Alumni Office to best serve recent graduates; and potential benefits of developing a longitudinal alumni opinion survey database. Demographic data include: sex, race, entry date, last higher education institution attended, cumulative grade point average, veteran status, honor program affiliation, intercollegiate athletic affiliation, disabled student status, fraternity/sorority affiliation, and Florida county of origin. Detailed information is included on: design of the questionnaire and contributors, mailing the questionnaire, methods employed to make the university community aware of the data, and study designs. Demographic and response data are appended, along with a questionnaire. (SW)

ED 225 493 HE 015 853

Sanford, Timothy R.

Computer Resources: Asset or Liability for Institutional Research. SAIR Conference Paper.

Pub Date—Oct 82

Note—10p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Oriented Programs, Computers, Data Analysis, *Data Collection, Higher Education, *Information Needs, *Institutional Research, *Researchers, *Staff Role, Statistical Analysis, Statistical Data, Technological Advancement

Identifiers—*SAIR Conference

The most advantageous relationship between computer technology and institutional research is considered. Three potential problem areas are discussed: those associated with a central data processing center, those germane to minicomputers or terminals within the institutional research office, and those nondiscriminating types which cover both categories. Although computers generate large quantities of data, they also pose a potential threat to institutional research operations. First, the ability to produce considerable data is often followed by requests to produce even more data, and the researcher may become more of a data supplier than an information supplier or data analyst. A second danger is conflicting or overlapping demands for data from the institutional research office. Finally, computers threaten institutional research by promising practitioners the esteem and gratitude of the campus community via administrative status as computer-output experts. It is suggested that the primary function in which institutional research should be involved is policy analysis. That is, the value of institutional research resides in its ability to provide meaningful analyses of institutional data on important issues, and computers only partially assist in this process. (SW)

ED 225 494 HE 015 854

Pratt, Linda K. Felder, Nathaniel

An Analysis of Variables Which Discriminate between Persisting and Non-Persisting Students. SAIR Conference Paper.

Pub Date—Oct 82

Note—11p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Aspiration, *Academic Persistence, *Black Students, *College Freshmen, Family Characteristics, Higher Education, Institutional Research, *Predictor Variables, *Student Attrition, Study Habits

Identifiers—*North Carolina Central University, *SAIR Conference

The effectiveness of noncognitive and cognitive variables in predicting student persistence was studied. A total of 698 black freshmen entering North Carolina Central University in 1978 were studied. Sixty-one percent of the sample were female; 85 percent were between 18 and 22 years old; and 65 percent were from cities and towns with populations under 50,000. Data sources were a 1978 survey, Scholastic Aptitude Test scores and high school rank, and a file tracking all entering students each year. Discriminant analysis was undertaken using 19 variables, including the following: age; extent to which the high school class was desegregated; father's and mother's occupational level and education; family income; change in family's economic status in the last 10 years; parent's feelings about the students' secondary school grades; studying and aspirations to be on the Dean's list; value placed on obtaining good grades; and academic aspirations. For the 1980 data set, analysis of 19 variables for the same students 2 years after their university entrance correctly classified 67 percent of the discontinuing students and 62 percent of the enrolled students. It is suggested that future analysis may identify a relatively small group of variables that will identify students likely to persist. (SW)

ED 225 495 HE 015 855

Gravely, Archer R. Strengein, Denise

A Model for Predicting Student Credit Hours. SAIR Conference Paper.

Pub Date—Oct 82

Note—24p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Birmingham, AL, October 28-29, 1982).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, *College Credits, *Enrollment Trends, Higher Education, Longitudinal Studies, *Models, *Predictive Measurement

Identifiers—*SAIR Conference, *University of South Florida

A model for predicting student credit hours (SCH) over a 2-year period was developed at the University of South Florida. A major application of the model would be to estimate the expected loss of upper-level SCH that would occur as a result of reduced lower-level enrollment. Attention was focused on the long-range effect of lower-level enrollment caps. The model may also be useful for estimating SCH reductions due to increased admission standards or more restrictive changes in the eligibility requirements for federal student aid programs. Components of the model include: mean SCH by course level; student type; and retention rate by student type over time. The predicted SCH means and retention rates were developed from a 50 percent random cohort sample of the 4,696 new University of South Florida student population from 1976 to 1980. The cohort groups were based on entering term. The remaining half of the student population was used to validate the model. For all student types combined, the predicted SCH was approximately two percent greater than the actual SCH generated. Statistical tables provide the SCH means and retention rates for each cohort group (fall, winter, spring, summer) by student type for eight terms, along with validation results. (SW)

ED 225 496 HE 015 856

Thrifi, Julianne Still Toppe, Christopher

Diminished Access: Fall 1982 Enrollment at Independent Colleges and Universities.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

Spons Agency—Prudential Foundation, Newark, N.J.

Pub Date—Dec 82

Note—27p.

Available from—National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036 (\$2.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Freshmen, *Declining Enrollment, *Economic Factors, Educational Finance, *Enrollment Influences, *Enrollment Trends, Federal Aid, *Financial Problems, Full Time Students, Higher Education, Part Time Students, *Private Colleges, School Surveys, Student Financial Aid

Results of the fall 1982 survey of enrollments at private colleges and universities are presented, with attention also directed to the effect of the freshman enrollment decline on institutional finance, determinants of enrollment, and future enrollment expectations. Of the approximately 1,500 independent colleges, almost 1,200 institutions responded. Survey findings include the following: overall enrollment declined in private colleges for the first time since 1971; the number of full-time entering freshmen declined by more than 4 percent; almost two-thirds of the institutions reported declines in their freshman class; current losses of more than 17,000 entering students will mean loss of more than a quarter of a billion dollars in tuition revenues during the next 4 years; the Mid-Atlantic and Midwestern states reported the largest losses; enrollment declines were greatest in economically depressed states; the magnitude of headcount enrollment declines seems not to be dictated by tuition level; and private college enrollment figures suggest a shift from full-time to part-time status as a means of reducing costs. Economic recession and cuts in federal student financial aid are identified as two major factors that contributed to enrollment declines in fall 1982. Definitions of institutional categories and

findings by region, type, and size are appended. (SW)

ED 225 497 HE 015 857

Hodgkinson, Harold L.

Guess Who's Coming to College: Your Students in 1990. A Research Report from the State-National Information Network for Independent Higher Education.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

Pub Date—Jan 83

Note—22p.

Available from—National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, Suite 601, Washington, DC 20036 (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, *Age Groups, Birth Rate, *College Attendance, College Students, Demography, *Enrollment Influences, *Geographic Distribution, Geographic Regions, Higher Education, Minority Groups, Nonschool Educational Programs, Nontraditional Students, Older Adults, *Population Trends, Prediction, Race, Student Characteristics, Trend Analysis

Major demographic trends affecting the size and composition of the college population, and consequences for higher education are examined. Trends and implications include the following: the under-20 group will fall below 30 percent during the decade; total births and birth rates are up in the Sun Belt and holding even or declining in most of the Frost Belt; Native Americans, Hispanics, Orientals, and some religious groups are increasing rapidly; a much higher percentage of the diminished youth cohort of the decade will be from minority backgrounds, single-parent families, multiple-earner families, and others who may have problems getting prepared for college; industry, the military, government, and voluntary agencies are educating 75 percent of U.S. adult learners; there is a rapid expansion in the numbers of those over 65, which may affect issues of access to education and assistance; women and Blacks have rapidly gained better access to higher education, while Hispanics will also; and a large increase in the 35- to 44-year-old age group will mark the economic development of the 1980s. It is suggested that liberal arts institutions, which have relied on attracting a white, middle-class, suburban student body, will be more vulnerable, and collaboration with industry, the military, and others may bring new programs to higher education. (SW)

ED 225 498 HE 015 858

Dallil, Farid

Foreign Students in Institutions of Higher Education in the U.S.

Pub Date—82

Note—34p.; For related document, see HE 015 859.

Pub Type—Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Admission Criteria, Ancillary School Services, *College Students, Educational History, Enrollment Influences, *Enrollment Trends, Federal Regulation, Foreign Countries, *Foreign Students, Higher Education, *International Educational Exchange, Trend Analysis

Historical trends regarding international educational exchange and factors that have influenced foreign student enrollments in the United States are reviewed and a statistical profile is examined. Since the 1940s the U.S. government has been increasingly active in exchange programs and foreign student activities. Factors influencing foreign student enrollments include the limited opportunity in higher education throughout most of the world, the interest of Americans in closer cultural relations with people from other countries, the pre-eminence of the United States in scientific and technical fields, and the fact that English is a world language. Attention is also directed to the efforts of private and governmental organizations in international educational exchange. Information is provided on foreign students in the United States by country of origin, major, level of study, types of institutions attended, sex, and sources of financial aid. Immigration regulations, university admissions requirements, and university offices for foreign students are reported. The challenges institutions face in responding to the needs of international students, who will continue to come to the United States, are ad-

dressed. (SW)

ED 225 499

HE 015 859

Dallil, Farid

The University's Role in Foreign Student Advisement.

Pub Date—82

Note—26p.; For related document, see HE 015 858.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Advising, *Ancillary School Services, Career Counseling, College Role, *College Students, *Culture Contact, *Foreign Students, Higher Education, Relevance (Education), Student Adjustment, *Student College Relationship, Student Needs

Perspectives on international educational exchange and the needs of foreign students for academic and career advising and assistance in adjusting to a new culture are considered. Obtaining a degree from an American higher education institution is highly desired by many persons in developing countries, and the high standards foreign students have to meet often results in the best students being selected. The financing of their studies is often the most difficult part of a foreign student's stay. Credits from one country that are not valid in another and inadequate preparation programs are major difficulties for the foreign student. Lack of contact or inability to make contact with Americans can lead to alienation for foreign students, but most students do retain their own cultural identity when they adjust to the United States. It is suggested that higher education should be concerned with foreign students' adaptation to the educational system, their readjustment on returning to their home countries, and the relevance of the curriculum to the priorities of these countries. University services and career counseling are also briefly addressed. (SW)

ED 225 500

HE 015 861

Cooper, Lloyd G.

The Politics of Retrenchment in Higher Education. Pub Date—Aug 82

Note—8p.; Paper presented at the National Conference of Professors of Educational Administration (San Marcos, TX, August 15-20, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Economic Factors, Federal Aid, Financial Problems, *Financial Support, Government School Relationship, *Higher Education, Participative Decision Making, *Political Influences, Public Relations, Resource Allocation, *Retrenchment, State Aid

Reactions to college and university retrenchment (a significant decline in financial resources that results in a reduction in permanent staff and/or elimination of existing programs) and political influences are considered. Responses to retrenchment may include the following: protective reactions by individual faculty members and reduced collegiality due to protective fences established by departments and disciplines, and a restriction of opportunities for newer and younger faculty members. Ways in which retrenchment may have positive outcomes include pressure for non-producing individuals and marginal programs to improve. The central issue in retrenchment is resource allocation. External politics during a period of retrenchment is especially important, since most universities are state-funded and the loss of federal dollars jeopardizes funded projects, research teams, and support systems. The loss of government tax dollars may also result in restricted enrollments, elimination of vital programs, and reduced educational opportunities for young people. The creation of strong retrenchment committees that work directly for the solution of retrenchment problems is recommended. Individually and collectively, university faculty and administrators must more effectively disseminate information about the university and its programs. (SW)

ED 225 501

HE 015 862

A Report on Accounting Education in Ontario Universities.

Council of Ontario Universities, Toronto.

Pub Date—Dec 82

Note—33p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4 Canada.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountants, *Accounting, *College Programs, College Role, *Curriculum Evaluation, Degree Requirements, *Departments, Foreign Countries, Higher Education, *Majors (Students), Needs Assessment, Professional Education

Identifiers—Canada, Ontario

A 1981 report on accounting education in Ontario universities, which was prepared by a study group of the Council of Ontario Universities (COU), is presented. The objective was to advise the COU on the feasibility of establishing a professional school or faculty of accounting in one or more Ontario universities. Attention was directed to the extent to which existing accounting programs meet the needs of those concerned with accounting education, ways in which a professional school of accounting would improve the options for the education of accountants, curricular requirements and appropriate entry levels for professional programs in accounting, and resource requirements of professional schools of accounting and their impact on the Ontario university system. Recommendations include: the accounting profession should offer a program leading to professional licensure that allows for the admission of college graduates on the basis of the foundations developed in their college education; universities should conduct self-evaluations and should experiment with alternative modes of content and organization in providing accounting education; and the model of a professional school of accounting proposed by the Institute of Chartered Accountants of Ontario should not be accepted as the single mode of university education for professional accountants. (SW)

ED 225 502

HE 015 863

Luck, Dudley B. Galloway, Connie D.

Mary Baldwin College Adult Degree Program: Design and Implementation, 1981.

Mary Baldwin Coll., Staunton, VA.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—81

Note—44p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Advising, *Adult Students, Case Studies, College Credits, College Programs, *College Students, Correspondence Study, Degree Requirements, Equivalency Tests, Higher Education, Independent Study, *Nontraditional Education, *Prior Learning, *Program Development, Small Colleges, *Special Degree Programs

Identifiers—*Mary Baldwin College VA

The development, implementation, and integration of a nontraditional adult degree program at Mary Baldwin College, a traditional liberal arts institution, is described. The adult degree program is designed for adult men and women who cannot attend classes in the traditional manner; it may involve independent study, courses at other accredited institutions, or correspondence study. In addition, students may prepare prior learning portfolios that describe and document knowledge gained through work, travel, or independent learning. After evaluation by faculty members, credit may be awarded for prior learning. The degree requirements for the program are consistent with the college curriculum. Attention is directed to: the sequence of events that led to program development and implementation; admissions procedure; advanced standing credit; advising; degree planning; learning options; learning contracts; and tuition and financial aid. Appended materials include: information on a liberal education seminar; prior learning credit guidelines; degree requirements; roles and qualifications of adult degree program academic counselors; sample forms for the degree plan, a transcript, and learning contract; information on off-campus tutoring and learning contracts; tuition and fee charges; and a bibliography. (SW)

ED 225 503

HE 015 864

Mickler, J. Ernest

Collegiate Enrollments in the U.S., 1981-82. Statistics, Interpretations, and Trends.

American Coll. Testing Program, Iowa City, Iowa.

Report No.—ACT-SR-31

Pub Date—82

Note—134p.

Available from—ACT Publications, P.O. Box 168,

Iowa City, IA 52243.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Church Related Colleges, College Freshmen, *College Students, *Enrollment Trends, Females, *Full Time Students, *Higher Education, Intellectual Disciplines, *Majors (Students), National Surveys, *Part Time Students, Private Colleges, Professional Education, School Surveys, State Colleges, Two Year Colleges

Data and narrative information are presented on college enrollments, based on a survey of institutions in the United States, Puerto Rico, and U.S. Territories. The total four-year college enrollment for fall 1981 was 7,530,013, of which 5,306,832 were full-time and 2,223,181 were part-time. The total two-year college enrollment for fall 1981 was 4,251,655 with 1,620,699 full-time and 2,630,956 part-time. Findings include the following: grand total enrollments increased by .7 percent; full-time enrollments grew less than .1 percent; unitary systems registered a 1.2 percent decline in full-time enrollments; public complex universities' full-time enrollments declined by 2 percent; private complex universities increased full-time students by 1 percent; multipurpose institutions' full-time enrollments increased by 4 percent; arts and sciences colleges grew slightly; music, fine arts, and applied arts schools declined, as did full-time enrollments in independent law, medicine, and allied health; independent technological, business, and related schools increased by 6.6 percent; part-time enrollments grew by 2.4 percent; and full-time entering freshmen enrollment declined by 9.4 percent. Information is also presented on religious schools, enrollments of women and veterans, graduate schools, and professional schools. (SW)

ED 225 504

HE 015 865

Degrees Conferred by Connecticut Institutions of Higher Education, 1981-82. BHE Reports, R-1-83.

Connecticut State Board of Higher Education, Hartford.

Pub Date—Jan 83

Note—17p.

Available from—Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06150. Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, *Degrees (Academic), *Enrollment Trends, Graduate Students, *Higher Education, Intellectual Disciplines, *Majors (Students), Masters Degrees, *Private Colleges, *State Colleges, Undergraduate Students

Identifiers—*Connecticut

Data and narrative information on degrees conferred by Connecticut colleges and universities in 1981-1982 and on 1982 college enrollments are presented. Findings include the following: 26,479 degrees were conferred by Connecticut colleges in 1981-1982; the total number of degrees conferred in 1981-1982 was up in the independent sector but down in the public sector; the largest decline was in education; disciplines showing the largest rate of growth were interdisciplinary studies and computer and information sciences; the largest rate of decline was in biological sciences; the number of certificates (287) and associate degrees awarded (5,468) remained stable; the number of bachelor's degrees conferred (13,397) declined slightly, and there was a growth in awards in business and management; and, at the master's level, the number of awards declined. Information is also presented on degrees conferred by discipline, level, gender, and minority status. A news release on 1982 enrollments notes that undergraduate enrollment remained steady, due in part to continuing enrollment of part-time students at two-year institutions, and that graduate enrollment was down in the public sector and steady in the private sector. (SW)

ED 225 505

HE 015 866

McKeown, Mary

Maryland State Board for Higher Education Operating Budget Guideline Development. A Report to the Joint Chairmen of the Senate Budget and Taxation Committee and House Appropriations Committee, 1982 Session.

Maryland State Board for Higher Education, Annapolis.

Pub Date—24 (Nov 82)

Note—61p.

Available from—Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD

21401.
Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Budgets, College Administration, College Buildings, College Instruction, College Libraries, *Costs, Educational Facilities, Educational Finance, *Guidelines, *Higher Education, Program Costs, *Resource Allocation, School Safety, *State Standards, Student Personnel Services

Identifiers—*Maryland

A report to the Maryland Congress on operating budget guidelines of the Maryland State Board for Higher Education is presented. Information is presented on the development of the guidelines since their inception in 1976 and on all changes made to the original guidelines. The guidelines used each year since 1976 are listed. In the development of the guidelines, and in the on-going revision process, it was considered that the guidelines were to produce a maintenance budget for an institution. Some portion of this maintenance budget would be met by general funds with the remainder met by special and federal funds. The guidelines were developed in the context of current state funding parameters. The guideline for instruction has three components: a fixed cost, a variable cost component for instruction, and a variable cost component for departmental research. The guideline for the administration program consists of a fixed cost component, a component related to enrollment, and a component related to the number of nonguideline programs. The number of nonguideline programs represents a measure of the complexity of the school. Guidelines for the library, student services, physical plant, and public safety guidelines are also outlined. (SW)

ED 225 506 HE 015 867
Student Financial Support in Maryland Postsecondary Education: A Descriptive Summary. Maryland State Board for Higher Education, Annapolis.

Pub Date—15 Dec 82
Note—96p.

Available from—Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21403.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College Students, *Federal Aid, Financial Aid Applicants, Graduate Students, Grants, Need Analysis (Student Financial Aid), Postsecondary Education, Private Colleges, *Private Financial Support, Scholarships, *State Aid, State Colleges, State Surveys, *Student Financial Aid, Student Loan Programs, Undergraduate Students

Identifiers—*Maryland

A report to the Maryland Congress on student financial aid is presented that covers all programs, sources of funds, number and type of recipients, and total dollars involved for each program. Financial aid data were obtained from colleges and universities using the State Board for Higher Education (SBHE) Form S-5. Information on family characteristics and college attendance for financial aid applicants and recipients was obtained from the data tapes of the College Scholarship Service, SBHE, the Maryland Higher Education Loan Corporation, and the State Scholarship Board. Twenty-one independent colleges were also included in the analysis. It was found that the federal government provides about 77 percent of the support for undergraduates and 44 percent for graduate students. Private and institutional programs are the second largest providers (17 percent for undergraduates and 55 percent for graduate students). Direct state programs provide 5 percent of the financial support for undergraduates and 1 percent for graduate students. It is suggested that, while adequate loan money is available for students who demonstrate need, need-based grants are too low. The statistical information includes charts on 1981-1982 Maryland undergraduate student financial support by program for individual colleges. (SW)

ED 225 507 HE 015 869

Silber, John R.
Intellectual Capital Formation. National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date—Jan 83
Note—8p.; Paper presented at the Annual Meeting of the National Association of College and University Business Officers (1982).

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.

Journal Cit—Business Officers; p23-28 Jan 1983
Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Second Language Programs, *Educational Needs, Educational Policy, Functional Literacy, Higher Education, *Human Capital, Illiteracy, *Intellectual Development, Labor Force Development, Loan Repayment, *Second Language Instruction, Student Financial Aid, *Student Loan Programs, Teacher Education, Tuition

Issues that are relevant to promoting the intellectual potential and trained competence of the U.S. population are addressed. Important concerns include the following: preventing retardation among unborn children and young children; providing essential early childhood experiences through programs such as Head Start; and insuring literacy among high school graduates. It is proposed that a phonetic system of reading instruction be reconstituted and that U.S. schools begin the practice of administering tests such as Great Britain's "A-level" and "O-level" examinations to determine students' overall learning progress. In addition, high admission standards by colleges of education can help insure the preparation of qualified teachers. It is suggested that intellectual capital formation is threatened by cutbacks in foreign language instruction and federal student financial aid. A Tuition Advance Fund (TAF) is recommended as the best approach to finance higher education. TAF would allow degree candidates to be advanced up to \$7,500 (in 1982 dollars) to educational expenses, of which no more than \$1,000 could be for non-tuition expenses. After graduation, students would repay through a new payroll withholding tax. Funding for the program could come from programs that TAF would replace. (SW)

ED 225 508 HE 015 870
Thompson, James W. Anderson, Richard E.

Financial Results during Periods of Inflation. National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date—Jan 83

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.

Journal Cit—Business Officers; p20-22 Jan 1983
Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Capital Outlay (for Fixed Assets), College Buildings, College Libraries, *Costs, Economic Factors, Educational Finance, Evaluation Methods, *Expenditures, Higher Education, Income, *Inflation (Economics), *Operating Expenses, Resource Allocation, *School Accounting, Statistical Analysis

Identifiers—*Cost Accounting

The effects of inflation on the operations of 10 northeastern colleges and universities and the effect of using current cost accounting are considered. The focus is on adjustments to assets in the plant fund by restating the surplus and deficit calculations of four state and six private institutions. The 10 institutions had plant assets with an original cost of \$770 million. Current cost adjustment requires that each category of assets be restated to reflect replacement cost. Using Halstead's price indexes, all plant assets owned in 1961 or purchased during the 1961-1979 period were converted to replacement cost in 1979, with separate conversions for buildings, equipment, and library books. These conversions produced a "restated cost" of \$1,521.3 million in 1979 dollars, an increase over the original cost of 97.6 percent. Using current cost, depreciation was \$591.6 million, or almost twice as large. The effect of this large amount of depreciation on the flow of resources is addressed. For six independent colleges, deficits were estimated at about \$370,000 per year, which would be serious when accumulated over a 10- to 20-year period. It is concluded that colleges need to identify a substantial, additional source of income in order to balance the total drain on institutional resources. (SW)

ED 225 509 HE 015 871

Spinelli, Teri
Declining Undergraduate Student Performance in Higher Education.

Pub Date—Dec 81

Note—16p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Academic Aspiration, *Academic Standards, Administrative Policy, Classroom Environment, *College Students, Federal Regulation, Government School Relationship, Grade Inflation, Higher Education, *Low Achievement, Public Policy, Student Attitudes, *Student Motivation, Student Teacher Relationship, *Teacher Attitudes, Underachievement

Factors contributing to declining academic performance of college students are considered, including: increased government intervention in education, declining faculty expectations and lowered standards, administrative policies, and changing student attitudes and expectations. One view is that government is largely responsible for the deterioration in academic standards and performance through funding requirements and mandates to higher education to accommodate underprepared students. It is claimed that many faculty members have been forced to relax course content and requirements in order to accommodate underprepared students, while others have sought popularity or personal relationships with students at the expense of maintaining high academic standards. Administrative procedures that encourage poor attitudes toward learning include: relaxing admissions policies; and using student evaluations of faculty performance in promotion, tenure, or salary decisions. It is suggested that many students undertaking independent study options are unable to fulfill the requirements or are not mature enough to work independently. An indication of deteriorating academic performance is grade inflation and the decline in general test scores, such as Scholastic Aptitude Test scores. (SW)

ED 225 510 HE 015 872

Sullivan, LeRoy L.

Retention of Minorities in Higher Education: An Abstracted Bibliographic Review (1978-82). EXCEL (EXchange for Enrichment of Learning)

Report.

Arkansas Univ., Little Rock. Office of Instructional Development.

Pub Date—Dec 82

Note—47p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Persistence, Annotated Bibliographies, Black Colleges, Black Students, College Desegregation, *College Students, *Dropout Attitudes, Graduate Students, Higher Education, Hispanic Americans, Mexican Americans, *Minority Groups, Private Colleges, *Race, State Colleges, *Student Attrition, Two Year Colleges, Undergraduate Students

Abstracts of 76 documents on retention of minorities in higher education are presented in a bibliography created to provide faculty and administrators access to unpublished works and journal articles on minority retention. The materials, which were produced between 1978-1982, include unpublished reports, conference papers, and dissertations. Minority students refer to Blacks, Hispanics, Chicanos, Asian Americans, and American Indians. The materials cover all postsecondary educational levels (two-year, four-year, graduate, and professional schools), along with public and private institutions. Documents were identified by computer searches of five databases, including the Educational Resources Information System (ERIC) and Dissertation Abstracts International. When appropriate, document identification numbers are included to enable the reader to obtain copies. A subject index is included. (SW)

ED 225 511 HE 015 873

Hackler, George, Ed.

The New Campus, 1981, Volume 34. Association for Continuing Professional Education. Pub Date—81

Note—90p.

Available from—Association for Continuing Professional Education, Kean College of New Jersey, Union, NJ 07083 (\$6.00).

Journal Cit—The New Campus; v34 Spr 1981

106 Document Resumes

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrators, Adult Students, Boards of Education, Course Evaluation, *Extension Education, Government School Relationship, Graduate Study, Higher Education, *Individualized Instruction, *Inservice Teacher Education, *Nontraditional Education, *Preservice Teacher Education, Professional Associations, *Professional Continuing Education, Rural Areas, State Universities, Student Needs, Telephone Instruction

Identifiers—Indiana Council for Continuing Education, New York, Tennessee, University of Missouri Columbia

Eleven articles on professional continuing education are presented. Titles and authors are as follows: "Teacher Perceptions of Roles of University Instructors" (Alvin M. Kilgore, L. James Walter, Charles Moore); "Non-Traditional Education and Institutional Reform" (Willis D. Moreland); "Basic Bifurcation in Adult Education Policy and Practice" (Gordon C. Godbey); "An Analysis of the Potential of the Telephone as a Viable Instructional Tool" (Charles Koelling, Richard Robinson); "The When, Where, What and How of Planning Inservice and Professional Meetings" (Richard Fletcher, Jr., Margaret S. Phelps); "Balancing Quality and Accessibility: What Impact Does Regulation by a State Agency Have on Off-Campus Credit Programs?" (Michael A. Falcone, David K. Keymer); "Effects of H.I.P. Program on Attitudes toward Professors" (Carl C. Fehrlie, Neila Pettit, Terry Ten Brink); "Off-Campus: Beyond the Carnegie Unit" (John J. Diabab, Frank W. Lanning, Leonard Pourcho); "Indiana-Cooperative Efforts toward Excellence in Continuing Education" (Donald Rininger); "A Continuing Education Paradigm for School Board Members in Rural Areas" (Leo McGee, Margaret Phelps, Larry Peach); and "In-Service for Administrators" (Arthur G. Kupisch, Peter J. Murk). (SW)

ED 225 512 HE 015 874

Hackler, George, Ed.

The New Campus, 1982, Volume 35.

Association for Continuing Professional Education.

Pub Date—82

Note—61p.

Available from—Association for Continuing Professional Education, Kean College of New Jersey, Union, NJ 07083 (\$6.00).

Journal Cit—The New Campus; v35 Spr 1982

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Career Education, Cognitive Style, *Extension Education, Grading, Higher Education, Independent Study, *Individualized Instruction, *Inservice Teacher Education, Mastery Tests, *Professional Continuing Education, Reading Instruction, Systems Approach, Teacher Characteristics, Teacher Effectiveness

Identifiers—Ball State University IN, Invitational Education, Pennsylvania, Southern Illinois University Edwardsville, University of Missouri Columbia, Western Carolina University NC

Ten articles on continuing professional education are presented. Titles and authors are as follows: "Merging Continuing Education and Inservice Teacher Education: A Concept Worth Exploring" (Alvah M. Kilgore); "Ablative Absolute Continuing Education, Ignorance Flees" (Ben J. Wiens); "Humanize! Individualize! Personalize! Through Contracting" (Carl C. Fehrlie); "Project Hite: A School of Education and Psychology Mobilizes Its Resources for Continuing Education" (Judith M. Stillion); "What Does Systems Theory Offer Off-Campus Programs?" (Judith A. Redwine); "Early Reading: Should We? Should We Not?" (John J. Diabab, Edward J. Diabab); "1981 Independent Study Survey Results" (M. Edward Ratliff); "Successful Marketing of Career and Professional Development Programs: A Case Study" (Donald Shandler); "HRD: The Timely Opportunity" (John J. DeRolf); and "Research on Teaching and Learning Styles: Implications for Teacher Evaluation" (Nolan Armstrong, Frank Lanning, John J. Diabab). (SW)

ED 225 513 HE 015 875

Patterson, Robert K. Kass, Susan H.

Coordination of Scheduling Clinical Externship or Clinical Practice Experiences for Students in Physical Therapy Educational Programs.

Southeast Florida Educational Consortium, Miami.

Pub Date—30 Jun 82

Note—43p.

Available from—Southeast Florida Educational Consortium, 1101 S.W. 104 Street, Miami, FL 33176.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Allied Health Occupations Education, *Clinical Experience, Clinics, Coordination, Higher Education, Intercollegiate Cooperation, *Internship Programs, *Physical Therapy, *Scheduling, *Student Placement, Use Studies

Identifiers—Broward Community College FL, *Florida (Southeast), Florida International University, Miami Dade Community College FL, University of Miami FL

A project to coordinate the scheduling of allied health occupations students for clinical practice or externship experiences in Southeast Florida is described. A model clinical facility utilization and time schedule matrix was developed for four programs: the physical therapy programs at Florida International University (FIU) and the University of Miami (UM), and the physical therapist assistant programs at Miami-Dade Community College (MDCC) and Broward Community College (BCC). Information is presented on: clinical facilities utilized by at least one of the physical therapy educational programs during the 1981-1982 academic year; specific dates each clinic was utilized; and the overlapping of clinical facility scheduling by the four programs. The clinical practice accreditation standards for both the bachelor's degree-level physical therapy programs and the associate degree-level assistant programs are similar in that students spend almost equal amounts of time in approved clinical facilities, and most facilities will accommodate only one student at a time. Several clinical facilities are being requested to accept students from more than one of the programs. It is suggested that there is a need for greater articulation among clinical program coordinators. Appended are a project contract, list of objectives, and progress reports. (SW)

ED 225 514 HE 015 876

Matthewson, Douglas E., Jr., Comp.

Immigration Rules, Regulations, and Requirements and Foreign Student Enrollments, Southeast Florida Education Consortium Workshop (Miami, Florida, February 18, 1981).

Southeast Florida Educational Consortium, Miami.

Pub Date—18 Feb 81

Note—19p.

Available from—Southeast Florida Educational Consortium, 1101 S.W. 104 Street, Miami, FL 33176.

Pub Type—Collected Works - Proceedings (021) **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Admission, *Compliance (Legal), Consortia, Federal Legislation, *Federal Regulation, *Foreign Students, Higher Education, Illegal Immigrants, *Immigrants, Information Needs, *Refugees, Workshops

Identifiers—Florida (Southeast), *Southeast Florida Educational Consortium

Information is presented about a workshop on immigration documents, rules, regulations, and requirements associated with international students and nonimmigrant alien students. Twenty-six members of the Southeast Florida Educational Consortium participated, representing campus admissions and registrars offices, international student programs, and advisement and placement offices. Among the participants, Robert Hurley, an immigration officer, reviewed rules, regulations, and requirements pertinent to visa students, refugees, parolees, and asylum candidates. He also answered 34 previously prepared questions and questions from workshop participants. Participants were also provided various reference documents pertaining to foreign student admissions, foreign academic credentials, and immigration laws and requirements. Miami-Dade Community College agreed to act as a liaison with the Miami Immigration and Naturalization Service concerning official regulatory matters and to communicate information to other colleges in the consortium. The workshop agenda and prepared questions and answers are included and correspondence regarding the workshop is appended.

(SW)

ED 225 515 HE 015 877

University Benefits Survey. Part 1 (All Benefits Excluding Pensions), December 1982.

University of Western Ontario, London.

Spons Agency—Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.

Report No.—ISBN-0-88799-164-5

Pub Date—Dec 82

Note—147p.; For related document, see HE 015 878.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Faculty, *Compensation (Remuneration), *Foreign Countries, *Fringe Benefits, Health Insurance, Higher Education, *Insurance, Personnel Policy, Sabbatical Leaves, School Surveys, *Teacher Employment Benefits, Vacations, Workers Compensation

Identifiers—Canada, *Ontario

Results of the 1982 University Benefits Survey for Ontario higher education institutions are presented. For each college and university, information is provided on eligibility, deductible amounts, monthly contributions, and carriers. The following features are covered: administration and insurance plans, communication of benefits, proposed changes in benefits, provision of life and dismemberment insurance, maternity leave policy, Ontario health insurance, supplementary health insurance, long-term disability, sick leave entitlement and benefits continuance, long-term disability and benefits continuance, life insurance, survivor benefits, dental plan, post-retirement benefits, vacation entitlement, sabbatical leave policies, housing loan (mortgage policies), free tuition policies, parking policies, and access to athletic facilities. The following schools were surveyed: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 225 516 HE 015 878

University Benefits Survey. Part II (Pensions).

University of Western Ontario, London.

Spons Agency—Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.

Report No.—ISBN-0-88799-165-3

Pub Date—Dec 82

Note—47p.; For related document, see HE 015 877.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, Compensation (Remuneration), Eligibility, *Foreign Countries, *Fringe Benefits, Higher Education, Personnel Policy, *Retirement Benefits, School Personnel, School Surveys, *Teacher Employment Benefits, *Teacher Retirement

Identifiers—Canada, *Ontario

Results of the University Benefits Survey of pensions plans in Ontario universities are presented according to type of plan, eligibility, contributions, and benefits. There are nine defined benefit plans, seven money purchase plans with minimum guarantees, and one money purchase plan with no guarantees. All plans are eligible to full-time academic and nonacademic staff. In addition, Toronto offers membership to part-time staff who earn a specified salary. Member contribution rates (percentage of regular earnings) vary widely, and in all but four plans, university contributions at least match member contributions. In all plans, normal retirement is at age 65. Information is provided on benefits on normal retirement, early retirement, termination, and death. Indexing and model pension calculation are addressed. Information is presented for each of

the following schools: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 225 517 HE 015 879

Becan-McBride, Kathleen Elizabeth
Task Analysis of Medical Technology Administration and Supervision as a Foundation to a Curriculum Ladder.

Pub Date—May 77
Note—214p.; Ph.D. Dissertation, University of Houston.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Administrator Qualifications, Education Work Relationship, Employment Qualifications, Higher Education, *Job Analysis, *Laboratories, *Medical Technologists, *Professional Education, *Supervisory Training

The administrative and supervisory competencies that a medical technology student should acquire before graduation were investigated. Selected medical technology laboratory supervisors and administrative technologists in the Houston-Galveston, Texas area were surveyed to determine the tasks performed by the medical technology laboratory supervisor. A Clinical Laboratory Supervision Survey was also sent to four national random samples of members of the American Society for Medical Technology, and 565 usable responses were obtained. Based on a literature review and the respondents' rankings of task importance and time requirements, a hierarchical scale of task categories was derived as follows: direct supervision tasks and monitoring tasks (same ranking); general operations tasks, personnel relations tasks, communications tasks, and education tasks. Knowledge base requirements for 15 of the supervisory tasks were also established. Considerable differences were found in the clinical laboratory functions of the administrative technologists and the laboratory supervisors. Appended materials include: questionnaires and cover letters and study findings regarding tasks performed in direct supervision, general operations, education, and communications. (SW)

ED 225 518 HE 015 880

Silva, E. T. Slaughter, S. A.
SOS: Critical Teaching and the Fiscal Crisis of the State.

Pub Date—Sep 82
Note—19p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 1982).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, College Role, Educational Objectives, Employment Opportunities, Federal Aid, Financial Problems, *Financial Support, *Government School Relationship, *Political Influences, Postsecondary Education, Retrenchment, *Sciences, *Social Structure, Social Theories, Unions

The implications of the funding crisis in American postsecondary education for critical teaching are considered, and potential transformations in the role of professional sociologists and the legitimate uses of social science knowledge are addressed. The structural basis for the uneven distribution of funding for the social, physical, and natural sciences at the postsecondary level is explored at both the 50-state and federal levels. A critical teacher may find it necessary to advocate replacement of current linkages between state and corporate sector with linkages serving broader, community interests. It is claimed that states that successfully market themselves as sites for capital investment will likely have growth of the academic science infrastructure but also exploitation of workers. Suggestions are given for critical teaching and practice (documenting working conditions, providing instructional programs for workers, and gathering support from a coalition of science educators for emerging popular movements such as disarmament) and for the critical teacher (to promote a science in the service of people rather than profit). For the 50 states, relationships are shown between high and low: unioni-

zation, job growth, postsecondary growth, and federal research and development funds. (SW)

ED 225 519 HE 015 881

Frisof, Kenneth B. Moseley, James L.
Is Medical Student Writing Wrong?

Pub Date—[82]
Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Descriptive Writing, *Error Analysis (Language), *Grammar, Higher Education, *Medical Students, *Punctuation, *Spelling, Student Evaluation, Writing (Composition), *Writing Skills, Written Language

The prevalence of writing errors made by third-year medical students from the class of 1981 at a large midwestern medical school was studied. The papers of 253 students taking family medicine were evaluated for spelling, grammar, and punctuation errors. Four types of grammar errors and seven punctuation errors were analyzed, and each word misspelled was counted only once, even if it appeared several times. Spelling errors were found in 184 papers (73 percent), averaging 3.68 misspellings per paper, while grammar errors occurred in 75 papers (30 percent), averaging 2.16 per paper. Punctuation errors were discovered in 153 papers (60 percent), with 3.5 errors on average. Only 14 percent of the papers had no errors. Fifty-five percent had errors in more than one category, and 23 percent had errors in all three categories. It is concluded that more than half of the medical students had problems with written English, and nearly one quarter committed simple errors in spelling, grammar, and punctuation. Of the nine words most commonly misspelled, only one was a technical medical word. It is recommended that serious consideration be given by medical faculties to reintroducing formal written papers in the medical school curriculum. (SW)

ED 225 520 HE 015 882

Morris, Jon D.
The Case Against the Comprehensive Exam.

Pub Date—[82]
Note—12p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Behavioral Objectives, *Cognitive Processes, Competency Based Education, *Educational Testing, Evaluation Methods, Higher Education, Learning Processes, Performance, Problem Solving, Reaction Time, *Student Evaluation

Identifiers—*Comprehensive Examinations

The question of whether performance measures may be more accurate than examination methods to assess an individual's abilities and knowledge is examined, based on a literature review. An information processing view that focuses on the internal activities of thinking and the relationship to external stimuli is considered. Information processing studies indicate that: (1) a person applies one's own rules and strategies in problem-solving, and (2) a comprehensive test is a general test that does not consider the fact that some individuals may require more information or time to sufficiently answer the question. Attention is directed to "executive control processes," or mechanisms that vary among individuals and that determine the learner's information processing approaches for different learning tasks. The functioning of the executive control process in a problem-solving activity is related to progressive deepening and reaction time. Progressive deepening is a process that humans go through as problem-solvers in a hypothetical action. It is proposed that the evaluation of individuals exposed to performance-oriented instruction should include attributes of the performance orientation, flexible time constraints, and freedom to use one's own strategies. (SW)

ED 225 521 HE 015 883

Growth in Employment of Science and Engineering Doctorates Continues, Led by Computer Scientists. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-82-328

Pub Date—30 Nov 82

Note—6p.

Available from—National Science Foundation, Division of Science Resources Studies, Washington, DC 20550.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biological Sciences, Computer Science, *Doctoral Degrees, Employers, *Employment Opportunities, Engineering, *Engineers, Females, Graduate Surveys, Higher Education, Labor Market, Mathematics, Minority Groups, Occupational Surveys, Physical Sciences, Salaries, *Scientists, Social Sciences

Doctorate holders who received their degrees in science or other fields between 1930 and 1972 and who held jobs in the sciences and engineering (S/E) were surveyed. Findings include the following: employment of doctorates in S/E activities continued to grow between 1979 and 1981 at the same rate since 1975, about 5 percent per year, reaching a total of 314,000 in 1981; this growth in job opportunities was about equal to the growth in available supply; declines in S/E utilization rate (i.e., the number employed in S/E activities per 100 Ph.D. scientists and engineers in the labor force) were particularly notable in the mathematical and social sciences over the 1973-1981 period; S/E job opportunities for Ph.D. computer, life, and environmental scientists and engineers remained strong; although representing only 3 percent of the total, computer sciences outpaced all other doctoral S/E employment between 1979 and 1981, growing at an average annual rate of 16 percent; job opportunities continued to shift from educational institutions and government to business/industry; although 55 percent of all doctoral S/E employment was at educational institutions, the demand in academia continued to increase at a below-average rate; and minorities and women continued to increase their share of the doctoral population. (SW)

ED 225 522 HE 015 884

Alzheimer, Veronica C.
Allied Health Program Articulation from Two-Year Colleges to Four-Year Colleges.

Pub Date—82

Note—17p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Articulation (Education), *Associate Degrees, Bachelors Degrees, *Career Ladders, College Planning, Higher Education, *Professional Education, Statewide Planning, *Transfer Policy, Two Year Colleges

The articulation of allied health programs from two-year to four-year colleges or universities is examined, based on a review of the literature from 1972 to 1982. Major concerns to educators and state legislators are duplication of resources, time, money, and the transferability of credits from occupational programs. A controversial issue is whether the two-year degree is a terminal one. Washington State educators identified the need for regional curriculum planning for articulation and design of curriculum ladders, nontraditional approaches to progression for employed students, and challenge exams by which a practitioner may have either formal preparation or job-acquired knowledge and skills. In Southern California, a five-level articulated nursing program allows students to enter and exit at a variety of occupational levels. According to the National Commission on Allied Health Education, 39 states have developed policies to ease the transfer of credits from two-year to four-year institutions. Recommendations include the following: terminal behavior objectives for the various professions need to be defined; the upper-division colleges need to develop part-time and/or evening courses; and accrediting and credentialing agencies need to become more involved in planning and coordinating articulation. (SW)

ED 225 523 HE 015 885

College Plans of Maryland National Merit and National Achievement Semifinalists, 1982. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.

Pub Date—Dec 82

Note—25p.

Available from—State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *College Bound Students, *College Choice, *Enrollment Influences, *High Achievement, Higher Education, High School Seniors, In State Students, *National Competency Tests, Out of State Students, Na-

Private Colleges, State Colleges, Student Financial Aid
 Identifiers—*Maryland, *National Achievement Scholarship Program, *National Merit Scholars
 The college plans of 184 Maryland high school seniors who qualified as National Merit or National Achievement semifinalists were surveyed. Findings include the following: 58 percent of the semifinalists selected a private college and 18 percent chose a public college outside Maryland; 16 percent planned to attend Maryland public institutions, and 7 percent selected a private Maryland college; students who planned to remain in-state (particularly those going to state institutions) had a greater proportion of their expenses met by financial assistance than did students going to out-of-state schools; college choice was affected by the overall reputation of the school and the intended program of study; a greater percentage of black than white semifinalists planned to enroll at a Maryland public institution; and most of the students who decided to remain in Maryland selected either the University of Maryland-College Park (UMCP) or The Johns Hopkins University. Student recommendations included: reducing the size of the UMCP campus, adopting more honors programs, raising admission standards at state institutions, and offering more scholarships and financial aid. The Survey of Academically Talented High School Seniors questionnaire is appended. (SW)

ED 225 524 HE 015 886

Brown, Peggy, Ed.
 Educational Equity for Minorities.
 Association of American Colleges, Washington, D.C.
 Pub Date—83
 Note—17p.
 Available from—Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
 Journal Cit—Forum for Liberal Education; v5 n3 Jan-Feb 1983

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Collected Works - Serials (022)
 EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Basic Skills, *Black Colleges, *Career Awareness, College School Cooperation, College Transfer Students, Community Colleges, Dropout Attitudes, *Equal Education, Gifted, Higher Education, Mathematics, *Minority Groups, Peer Teaching, State Colleges, Student Development, Student Evaluation, Talent, Transfer Programs, *Undergraduate Study
 Identifiers—Bennett College NC, Caldwell College NJ, Howard University DC, Tougaloo College MS, Wilson College PA

Recommendations to further the educational development of minority college students are addressed in an essay, and descriptions of college programs funded by the Minority Achievement Program (MAP) are presented. In "A National Study of Minorities: Some Implications for Undergraduate Education," Alexander W. Astin considers the recommendations of a 1978 Higher Education Research Institute study on the educational gains, current status, and future prospects of minorities and ethnic groups in American higher education. Two themes are the structure of public higher education systems and the "value-added" approach to testing and assessment. The following programs funded through The Sears-Roebuck Foundation's MAP are described: a 7-week professional career preparation program at Bennett College; exit interviews with black students withdrawing from predominantly white Wilson College and a career workshop involving alumnae; an evaluation of Howard University's Summer Enrichment Program for Gifted and Talented Youth in elementary school; Caldwell College's summer courses in reading, writing, and problem-solving techniques for freshmen and an intensive training program for peer tutors in the writing and mathematics support centers at Tougaloo College. Other college programs are also briefly described. (SW)

ED 225 525 HE 015 887

Ferguson, James L.
 Why Corporations Need To Do More.
 Council for Financial Aid to Education, New York, N.Y.
 Pub Date—Dec 82
 Note—9p.; Paper presented to the Annual Meeting of the Council for Financial Aid to Education (Cleveland, OH, December 1982).
 Available from—Council for Financial Aid to Edu-

cation, Inc., 680 Fifth Avenue, New York, NY 10019.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
 EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Responsibility, Economic Factors, Educational Finance, Federal Aid, Financial Problems, *Higher Education, Leadership Responsibility, *Private Financial Support, Publicity, Public Relations, *Retrenchment, *School Business Relationship

Identifiers—*Corporate Support, *Public Service
 Reasons why corporations should support colleges and universities are suggested by the head of both the General Foods Corporation and the Council for Financial Aid to Education (CFAE). Higher education faces three crucial problems: the decrease in federal funding, especially student financial aid; decreasing enrollments; and probable decreasing support to higher education in the future. Business faces the opportunity to regain public confidence by helping society cope with adjustments resulting from federal funding cuts. The President's Task Force on Private-Sector Initiatives was established to promote private assistance to meet community needs. A Business Roundtable has recommended that company officers offer visible support and leadership for corporate involvement and encourage voluntarism among the employees, as well as strengthen the company's contributions and/or public affairs budgets. CFAE's annual survey of corporate support indicates that the average for giving to higher education historically has averaged around .35 percent of pretax net income. Because of the drop in corporate income, the average rose to .49 percent of pretax net income in 1981. General Foods Corporation is targeting 45 percent of its philanthropy to higher education and nutrition and food sciences education. (SW)

ED 225 526 HE 015 888

Sullivan, LeRoy L.
 Faculty Development: A Movement on the Brink - (Of What?) EXCEL (EXchange for Enrichment of Learning) Report.
 Arkansas Univ., Little Rock. Office of Instructional Development.

Pub Date—Nov 82
 Note—20p.
 Pub Type—Opinion Papers (120)
 EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Change Strategies, *College Faculty, Economic Factors, Educational History, *Faculty Development, Financial Problems, Financial Support, Higher Education, *Instructional Improvement, Needs Assessment, Publications, Retrenchment, Scholarship, *Teacher Role, Trend Analysis

Literature on the status of faculty development programming in higher education during the last decade is reviewed. It is suggested that during the 1970s faculty development underwent a boom period and is now in an important transitional phase. In the 1970s, financial problems and fears of retrenchment influenced the growth of faculty development programs. Faculty development was guided by the principles that the faculty's main role is to teach, teaching competence is not instinctive, and faculty must learn to improve classroom instruction. During the 1973-1978 "boom" period, there was a dramatic increase in faculty development programming and models, "how-to" publications were introduced and accepted, and the involvement of private and federal funding agencies and foundations accelerated. The faculty development movement was also marked by the attention of scholarly publications. It is suggested that the academic community should: continue to write on faculty development; develop and test new models that stress interrelationships of faculty development with the learner and the institution; develop mechanisms for training faculty as faculty development specialists; and incorporate faculty development as a continuing and ongoing campus priority. (SW)

ED 225 527 HE 015 889

Kolling, Orland W.
 Patterns in Liberal Arts Curricula: A Survey of Program Models.
 Pub Date—83
 Note—196p.
 Pub Type—Reports - Research (143)
 EDRS Price - MF01/PC08 Plus Postage.
 Descriptors—*College Curriculum, College Programs, Diagrams, Flow Charts, *General Education, Higher Education, *Liberal Arts,

*Mathematical Models, Matrices, *Systems Approach

Characteristics of liberal arts education and different approaches to educational modeling are examined. Attention is directed to: applications of graphic depictions; Venn-Euler diagrams to represent inclusion-exclusion phenomena as well as areas of commonality in learning processes and liberal education; the uses of flow charts for describing contrasting models for integrative learning; pattern recognition techniques providing an empirical methodology for the identification of elemental components to be incorporated into a general system for liberal learning; a variety of vectorial models for projecting influences that determine the structure of liberal arts curricula; and rudimentary concepts drawn from matrix theory that provide useful ways for a restructuring at a fundamental level of the elements of generalization in the curriculum. It is suggested that liberal learning requires modes of action and changes of behavior in which there is some evidence of continuity and direction within that total process. The emergent patterns involve larger goals than the mastery of specific disciplines and the enhancement of particular skills. A case study of the requirements for the B.A. degree and appended materials on pattern recognition and symbolism in flow charts are included. (SW)

ED 225 528 HE 015 916

Bailey, Robert L.
 Information Systems and Technological Decisions: A Guide for Nontechnical Administrators.
 AAHE-ERIC Higher Education Research Report No. 8, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
 Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82
 Contract—400-77-0073
 Note—57p.
 Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$5.75, members; \$7.48, non-members).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Automation, *College Administration, College Planning, Computer Graphics, *Computer Oriented Programs, *Computers, Cost Effectiveness, Data Analysis, *Decision Making, Higher Education, *Information Processing, *Management Information Systems, Telecommunications, Word Processing

Trends affecting information systems and decisions of college administrators are traced, and specific types of technologies currently available are reviewed. Information systems support routine operations decisions or planning and policy decisions. The primary advantage of computerized information systems is rapid access to data and rapid manipulation and comparison of data. In addition, computerized systems can perform many different applications or functions, such as automated spreadsheet programs and financial modeling and planning programs. Examples are provided of how the new technologies can be used to achieve financial savings and greater efficiencies, and of the three sizes of computers commonly used in academic administration: large-scale or mainframe computers, minicomputers, and small business or microcomputers. Attention is also directed to word processing, copying machines, micrographics, and three major forms of equipment communication (electronic mail, telecommunications, and networks). Cost benefits of computing equipment include the application of computer logic to the gathering of primary information and the usefulness of computers to professional staff. Computerized systems are especially efficient for registration and transcripts operations. Types of computer crimes are noted. An extensive bibliography is included. (SW)

IR

ED 225 529

IR 010 529

Epler-Wood, Gregory

A University's First Use of Its Cable Television Access Channels.

Pub Date—82

Note—344p.; Master's Thesis, Iowa State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Adoption (Ideas), *Cable Television, *Change Strategies, *Demonstration Programs, Educational Television, Feasibility Studies, Higher Education, Models, Needs Assessment, Organizational Change, Surveys

Identifiers—Iowa State University

This document provides extensive procedural detail for the design and execution of a needs analysis/feasibility study survey and the resulting 6-day experimental demonstration project of information and instructional programming (called Cablexpo), which was presented over two of the University of Iowa's five cable television access channels. The study, which was designed following an analysis of the underutilization of the cable channels in terms of Roger's model of innovation in organizations, is first explained thoroughly. Separate sections provide an overview, study rationale, terms and definitions, and research questions addressed. An extensive literature review addresses the innovation process, resistance to change in education, strategies for innovation, and broadband cable technology at educational institutions. The chapter on procedures covers details of the design, operation, and evaluation of Cablexpo. Findings are reported and discussed for the project as a showcase and feasibility study, and as a planned strategy to modify attitudes. Recommendations are made for the future development and implementation of the university's access channels. A 105-item bibliography and 49 tables and figures are provided. Appendices contain the survey instruments; newsletters and correspondence; media clippings; the Iowa State University Cable TV Committee final report and recommendations; budgets and balance sheet; and the Human Subjects in Research Committee approval. (Author/LMM)

ED 225 530

IR 010 534

Paisley, William Chen, Milton

Children and Electronic Text: Challenges and Opportunities of the "New Literacy." An Exploratory Study.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 82

Contract—81-0098

Note—53p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavior Development, *Cable Television, Child Development, Cognitive Processes, Computer Oriented Programs, Computer Programs, *Educational Television, *Electronic Equipment, Media Research, *Microcomputers, *Research Needs, *Videotex

Identifiers—Two Way Television

This exploratory study of children's use of electronic text systems drew upon site visits, interviews, and data compilations for an overview and synthesis of issues. Systems studied included Green Thumb (videotext, Kentucky); Channel 2000 (videotext, Ohio); KCET (teletext, California); WETA (teletext, Washington, D.C.); QUBE (interactive cable, Ohio); Sesame Place (microcomputers, Pennsylvania); and Capital Children's Museum (microcomputers, Washington). Following the site visits and other data collection, two conceptualizations were undertaken. One, on behavioral issues in children's use of electronic text systems, is grounded in the literature on child development. The other, a features analysis of electronic text systems, specifies differences that may affect children's use of and learning from the systems. This five-chapter study report concludes with questions for future research organized according to the paradigm, "Who learns what from which electronic text system and with what effects on other learning and behavior?" A 30-item reference list is included. (Author/LMM)

ED 225 531

IR 010 535

Carruthers, Robert

Computer Literacy: An Introduction.

New York State Education Dept., Albany. Center for Learning Technologies.

Pub Date—82

Note—40p.; Sections III-IV are not reproduced because of copyright restrictions. This material can be obtained from the New York State Education Department, Educational Programs and Studies Information Service, Main Education Building, Washington Ave., Albany, NY 12234.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Literacy, *Computer Oriented Programs, *Educational Objectives, Elementary Secondary Education, Guidelines, Learning Activities, Models, *Program Content, *Program Development, Statewide Planning, Surveys

Identifiers—*New York, New York State Education Department

Varied views are presented in this report which addresses five primary issues: (1) What is computer literacy? (2) What does it cover? (3) Who is it for? (4) How should it be presented? and (5) Where can one get help in organizing a computer literacy program? The first section summarizes results of a survey of 14 educators who were asked their opinions on what elements should be included in a computer literacy program, how early such education should begin for students and teachers, and how such programs should be evaluated. A list of the survey respondents, a summary of each individual's views, and the computer literacy program features they emphasized are included. Focusing on activities in New York State, the second section outlines State Education Department activities in computer literacy and presents a statement by the Subcommittee on Computer Literacy of the Statewide Instructional Computing Network, which is designed to serve as a multi-level instructional guide for school districts. Also included are a sample of computer literacy activities in schools, a description of a computer awareness kit, and a model for computer education. The remainder of the publication, which is not reproduced here but available as noted, contains prints and abstracts of recent articles on computer literacy and programs, and two bibliographies. (LMM)

ED 225 532

IR 010 536

Fisher, Patience And Others

Computer Programming: BASIC.

Lincoln Public Schools, Neb.

Pub Date—Jun 80

Note—60p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Computer Graphics, *Computer Literacy, *Computer Programs, Input Output Devices, Instructional Materials, *Microcomputers, *Programming, Secondary Education, Student Attitudes

Identifiers—*BASIC Programming Language, Lincoln Public Schools NE

This guide was prepared to help teachers of the Lincoln Public School's introductory computer programming course in BASIC to make the necessary adjustments for changes made in the course since the purchase of microcomputers and such peripheral devices as television monitors and disk drives, and the addition of graphics. Intended to teach a programming language and to give students an opportunity to apply the language to solving problems, the course is limited to students enrolled in a mathematics course at or above the level of Algebra 3-4. The guide first lists 125 course goals which focus on computer use, problem solving, debugging, attitudes, values and motivation, input-output devices, and data. BASIC programming commands and concepts which should be covered in the course are listed and directions are provided for initializing a microcomputer diskette. System (job control), illustrating, editing, BASIC, and disk operating system (DOS) commands are explained, and directions for using them are given. Remaining chapters discuss low and high resolution graphics, and use of the TRACE Command to see the path of execution in a program. Additional resources listed include 27 supplemental books, 7 periodicals, an educational television series, and a bibliography. (LMM)

ED 225 533

IR 010 538

Educational Computing: Support Functions and Student Objectives.

Dependents Schools (DOD), Washington, D.C.

Report No.—DS-2350.1

Pub Date—Jan 82

Note—14p.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, *Computer Literacy, *Computer Oriented Programs, *Computer Science Education, Elementary Secondary Education, Mathematics Education, *Microcomputers, Program Administration, Program Implementation, *School Administration

Identifiers—Department of Defense, *Dependents Schools

This manual, which describes the Department of Defense Dependents Schools' educational computing program, briefly identifies and explains the potential uses of computer technology and provides direction for the development of computer utilization among elementary and secondary schools throughout the geographically dispersed system. The first two sections list student objectives for computer literacy and computer science. Under computer literacy, objectives cover a broad range of activities at a beginning level, which are implemented through the math curriculum and reinforced through the use of computers in other curricular areas. For computer science, objectives address specialized topics relating to computers. The final two sections cover the support functions of computer education services and school administrative functions. Services in support of the entire school computer education program are outlined, including the implementation of computer-based instructional areas and support of the computer literacy and computer science programs, with emphasis on the role of the school computer coordinator. A 2-page glossary explains computer-related terms. (LMM)

ED 225 534

IR 010 539

Anderson, Kenneth V.

The Film Catalog: A New Approach to an Old Problem.

Pub Date—77

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cataloging, Elementary Secondary Education, *Film Libraries, Filmographies, *Instructional Films, *Learning Resources Centers, *Library Catalogs, *Subject Index Terms

Identifiers—Lincoln Public Schools NE, Sears List of Subject Headings

The 2,300-title film library of the Lincoln Public School system was formerly in a book catalog format. When high catalog printing costs prohibited adequate updating of information, the decision was made to put the catalog on cards and to take the subject headings from the Sears List of Subject Headings. A card catalog was provided for each building, with a computer-generated book catalog which would include only the title, color or black and white, running time, and grade level. The card catalog was to be used to search for films to meet instructional objectives, whereas the book catalog was intended mainly to provide a convenient source of ordering information. After 5 years, the combination of card catalog and abridged book catalog has proved a practical way to offer a film catalog which arranges all entries in one alphabet, provides full annotations for every entry, is always current, integrates easily with the regular media center catalog, and costs less to produce. This report includes sample entries from both the card and book catalogs. (Author/LMM)

ED 225 535

IR 010 540

Richardson, J. Jeffrey

An Integrated Design and Development System

for Graphics Simulation.

Pub Date—Jun 82

Note—16p.; Paper presented at the Annual Conference of the Association for the Development of Computer-Based Instructional Systems (Vancouver, BC, June 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Graphics, Computer Managed Instruction, Equipment Maintenance, Individualized Instruction, Input Output Devices,

*Instructional Design, Postsecondary Education, *Simulation, *Task Analysis, Technical Education, Vertical Organization

In the training of maintenance and operations technicians, three enhancements to a basic, straightforward, fixed-sequence simulation system can be useful. The primary advantage of the resultant system is that the principal object of simulation is the task to be performed, which includes both the planning knowledge and the equipment actions required in task performance. The first enhancement facilitates the development, refinement, modification, and use of a hierarchical task analysis of the job; the second enables the system to adapt its presentation strategy on an individualized basis; and the third provides a means of integrating the conceptual and procedural knowledge related to the performance of the job being simulated. These enhancements use graphics and images as the representation medium for the simulation. When computer assisted instruction (CAI) simulation is coupled with such graphics display as that available with high resolution color graphics terminals, videodisc images, and/or computer-modified videodisc images, the resultant graphics simulations provide a high degree of both physical and psychological fidelity. This graphics simulation is a powerful tool for equipment-oriented operation and maintenance training. (Author/LMM)

ED 225 536 IR 010 541

Hancock, Burton W. And Others
Integration of Media Components for Successful Teleconferencing.

Pub Date—82
Note—6p.; For related documents, see IR 010 465 and IR 010 521-522. Published in: Parker, L. A., Ed. and Olgren, C., Ed. "Teleconferencing and Electronic Communication." Madison, University of Wisconsin, 1982.

Pub Type—Guides—Classroom—Teacher (052)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advance Organizers, Attention, *Audiovisual Aids, *Cognitive Processes, *Instructional Materials, *Media Selection, Program Development, Teaching Methods, *Teleconferencing

Identifiers—*Selective Attention, South Dakota

For a teleconference to be successful, presentations need to be both interesting and educational. The integration of media components such as slide, overhead transparencies, videotapes, or handouts in an audio teleconference expands a single-channel presentation into a multi-sensory channel presentation. The selection and utilization of such media should be based upon instructional principles derived from research on human perception and human learning. Attention-gaining techniques can include the use of alerting sounds, light changes, or other sudden changes in the environment, and the design of instructional materials to emphasize important concepts. The organization or patterns of a message also play an important role in the processing of information; e.g. spatial arrangement or temporal ordering of message elements can facilitate perceptual groupings and reduce processing demands. The teleconference presenter also needs to be aware of learning strategies which affect retention of content, and organize the presentation so that the content is relevant, the learner understands the structure and organization of the presentation, and interactive techniques are used to involve the learner actively in the learning process. A variety of media components can be integrated into a teleconference presentation to enhance retention of the material presented. Nineteen references are listed. (LMM)

ED 225 537 IR 010 542

Miller, Lewis
Instructional Resources in Ontario: Case Studies and Literature Search.

Ontario Dept. of Education, Toronto.
Pub Date—82
Note—90p.

Available from—Ontario Government Bookstore, 880 Bay St., Toronto, ON Canada M7A 1N6 (\$5.-00).

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Audiovisual Aids, Case Studies, Elementary Secondary Education, Foreign Countries, *Instructional Materials, Intermode Differences, Literature Reviews, Microcomput-

ers, Questionnaires, *Research Methodology, School Surveys, *Use Studies
Identifiers—Canada, *Instructional Effectiveness, Ontario

This two-part report describes a pilot study initiated by the Ontario Ministry of Education in 1981 to define the methodology for a subsequent research project on the current use of different types of instructional resources in Ontario public schools. The first section reports on case studies based on personal interviews with both staff and students in six representative schools. Eight recommendations on the appropriate methodology for a more comprehensive study resulting from the experiences of the interviewer are provided. The second section focuses on a search of the literature on the effectiveness of the new media, especially the microcomputer, as compared with traditional methods. Summaries are provided both of the procedures used and the findings of searches of the databases of the Ontario Educational Research Information System (ONTERIS) and ERIC, as well as vertical files and manual searches. A review of the literature which includes suggested questions that emerged from the search process concludes the report. Appendices contain a paper comparing the effectiveness of textbook and non-textbook approaches to learning, abstracts of selected documents from the searches, and the guidelines for the interviewer together with questions suggested for use with various groups. (LMM)

ED 225 538 IR 010 543

Richardson, J. Jeffrey
The Limits of Frame-Based CAI.

Pub Date—15 Oct 80
Note—19p.; Paper presented at the Annual Conference of the Association for the Development of Computer-Based Instructional Systems (Atlanta, GA, October 15, 1980).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Branching, *Cognitive Processes, *Computer Assisted Instruction, *Design Requirements, Feedback, *Instructional Design, Psychological Characteristics, *Task Analysis

Identifiers—*Interactive Systems

A principal limitation of frame-based computer assisted instruction (CAI) results not from the characteristics of the computer medium, but rather from prior instructional design practices, specifically the logical abstraction of behavioral objectives. Learning hierarchy-based instruction implemented in the interactive computer-based medium results in sets of both global and local branching difficulties. Such difficulties include the potential for the subtree mastery assumption to be falsified or for the occurrence of response errors which could stem from psychological or cognitive considerations rather than from logical ones. Although large-scale translation of extant curricula based on logical hierarchies into the CAI format offers no fundamental advance in the practice of instruction, the interactive quality of the new medium does promote change toward a reformulation of instruction in terms of the more appropriate alternative of psychological task analysis. Eight references are listed. (Author/LMM)

ED 225 539 IR 010 544

Walton, Robert A.
Microcomputers and the Library: A Planning Guide for Managers.

Texas State Library, Austin. Dept. of Library Development.

Pub Date—May 82
Note—92p.

Pub Type—Guides—Non-Classroom (055)—Reference Materials—Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computer Programs, *Computers, Computer Storage Devices, *Input Output Devices, Library Administration, *Library Automation, Library Planning, Merchandise Information, *Microcomputers, *Program Implementation, Resource Materials

Identifiers—Microprocessors

This manual was designed to provide the library manager or supervisor with a basic understanding of microcomputer hardware, software, procurement, and supervision. While developed for a summer workshop series, it can also serve as an introductory text. Separate chapters cover 10 major topics: (1) the microtechnology revolution; (2) how a microprocessor chip is made; (3) internal memories and

data storage; (4) microcomputer bus standards and configurations; (5) peripheral devices; (6) software basics; (7) software development, requirements, and maintenance; (8) sources of information on the microcomputer hardware/software market, including microcomputer literature, technical reporting services, user groups, and vendors; (9) microcomputer management; and (10) management of the public access microcomputer program. Terms and operations are further explained with 16 illustrations. Appendices include a guide to the five types of microprocessors likely to be referenced by vendors, a 60-item bibliography, diagrams for interpreting hardware and software product literature, a schematic for reading a microcomputer hardware configuration, a list of computer clubs and microcomputer user groups, the ASCII character set, and a list of microcomputer publications. (LMM)

ED 225 540 IR 010 545

Gausshell, Harper
Microcomputers in Education.

Pub Date—Apr 82

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Managed Instruction, *Computer Oriented Programs, Computer Programs, Elementary Secondary Education, Instructional Materials, *Microcomputers, Programming, *School Counseling, Technological Advancement

The development of the first microcomputers in the 1970's has led to a quiet revolution in the use of computers in the school. Computers have proven themselves as effective teaching tools and now, for the first time, these tools are within realistic reach for all levels of education. Under the three major areas of administration management, instruction, and counseling and guidance, educational applications include master student filing, attendance, grading, scheduling, bookkeeping, office use, tutorial programs, drill and practice, simulation and games, diagnosis and prescription, career guidance, and testing. A vital prerequisite to the application of microcomputers in education is that of computer literacy. Competencies should include terminology, simple programming, applications, history, and social impact issues. The recent introduction of a variety of authoring languages has allowed educators, administrators, and counselors to become directly involved in developing programs for their specific content areas. Although a wide variety of computer applications are currently available, the real potential for computers in education has not yet been fully realized. This paper includes a list of 14 software suppliers. (Author/LMM)

ED 225 541 IR 010 546

Gilpin, Mariellen O.
PLATO at Graham Correctional Center: Starting an Innovative Classroom.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

Spons. Agency—Illinois State Dept. of Corrections School District #428, Springfield.

Pub Date—Jun 82
Note—20p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Case Studies, *Computer Assisted Instruction, *Computer Managed Instruction, *Correctional Institutions, High School Equivalency Programs, Individualized Instruction, Program Development, *Program Implementation, *Study Skills

Identifiers—*PLATO

The question of what happens when a prison adds PLATO computer-based education to its school program is addressed in this paper describing the PLATO Corrections Project (PCP), which grew out of a need to accommodate students too advanced for adult basic education classes and not well trained enough to survive in high school equivalency, or GED, classes. The program described was developed to provide a class structure in which such students could learn basic academic skills, study skills, and the self-monitoring skills needed for the GED classes. Basic information is provided on starting a PLATO classroom in a correctional center which identifies what both the PCP and the school will need to do, and a short case history of the implementation of the PCP package at Graham Correctional Center, a medium security prison in

Hillsboro, Illinois, shows how the package worked at one institution. The case history includes background information, preparations for and installation of the classroom, training for teachers and inmate aides, classroom routines, monitoring of the program, achievement results, the future of PLATO at Graham, and a brief assessment of the instructional effectiveness and adaptability of the program. A six-item suggested reading list is attached. (LMM)

ED 225 542 IR 010 547
Project Profiles. A.I.D. Studies in Educational Technology and Development Communications.
 Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
 Report No.—(No English ISBN available); ISBN-0-89492-048-0 (Spanish); ISBN-0-89492-049-9 (French)

Pub Date—Jul 82

Note—396p.

Language—English; French; Spanish

Pub Type—Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agriculture, Audiotape Recorders, *Audiovisual Aids, Case Studies, Communications, *Satellites, *Community Development, *Developing Nations, Family Planning, Health Programs, *Instructional Improvement, Mass Media, *Radio, *Rural Development, Television, Videotape Recordings

Identifiers—Printed Materials

These profiles contain brief case studies showing how communication media are successfully used to support development projects in a variety of fields and international settings. Projects listed emphasize agriculture, health, nutrition, population, education (primary and middle grades, adult, and distance), and integrated development. Project descriptions are presented in a uniform, two-page format listing target audience, objectives, media, donors/sponsors, duration, contacts, project description, results, points of note, and references. The English version contains 72 profiles, while the French and Spanish language versions contain only 45 project profiles. The index in the English-language version is arranged in chart form, listing projects by sector, country, title, media use (audiovisual aids, audiocassettes, correspondence, film, folk media, interpersonal, print, radio, two-way satellite, and television), and sponsor/financing (AID participation, international donors, national government, and self or local financing). Names and addresses have been updated to show current contact data. (LMM)

ED 225 543 IR 010 548
 Malik, M. F.

Remarks on Communication Media Pedagogy.

Pub Date—Apr 79

Note—17p.; Best copy available.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communications, *Decision Making Skills, *Group Dynamics, Individualized Instruction, Learning Processes, *Mass Media, Post-secondary Education, Professional Education, Programmed Instructional Materials, *Psychomotor Skills, *Skill Development, *Teaching Methods

Four basic learning processes which occur within photography, film, radio, and television education at the university level are identified and discussed, and specific suggestions are made to improve teaching methods. The acquisition, selection, and retention of two kinds of information are first addressed. For indirect information (specific to communications), current methods of instruction are examined, and an alternative approach which uses individually-paced instruction in a learning center is outlined. For indirect information from other disciplines, alternatives to current practices suggested include a programmed study course. The second process, mental and motor skill acquisition, is analyzed in terms of operational skills for using equipment, action skills for learning or copying behavior (as an actor or crew member), and combinatory skills such as those required in directing or scriptwriting. Potentially useful instructional approaches are offered. The third process, decision-making (perfection and specialization) is described as branched programming, and use of a modeling method is suggested.

Discussion of the fourth process, small group dynamics and interaction learning, includes possible models for overcoming current pedagogical problems. A non-pedagogical method for the assessment, prediction, and cultivation of talent and creativity is described briefly. A 9-item bibliography is included. (LMM)

ED 225 544 IR 010 549
 Lewis, Clayton Mack, Robert

The Role of Abduction in Learning to Use a Computer System.

Pub Date—82

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Autoinstructional Aids, *Cognitive Processes, *Feedback, *Learning Activities, Learning Theories, Problems, *Word Processing Identifiers—*Abductive Reasoning, Peirce (Charles S)

New users learning to use text-processing systems, especially those who are using self-study materials without expert supervision, must often make sense of actions and events in situations where they have little basis, in prior knowledge or current information, for inferring what is happening or why. Many cases have been observed where learners were able to generate an explanation to account for some particular fact or event, despite this limited knowledge. This process of explanation generation resembles abductive reasoning, as C. S. Peirce describes it: adopting a hypothesis when it, along with other assumptions, allows one to account for some fact or observation. This paper presents examples of how new users try to account for their experiences and the resemblance of these processes to abductive reasoning. Observations are also made about the possible role and implications of abductive reasoning for complex learning situations, such as learning to use a text-processor. Twelve references are listed. (Author/LMM)

ED 225 545 IR 010 550
 School Libraries and Intellectual Freedom.

Ohio Educational Library/Media Association, Columbus.

Pub Date—82

Note—33p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Censorship, Elementary Secondary Education, *Evaluation Criteria, Guidelines, *Instructional Materials, Learning Resources Centers, *Library Material Selection, Media Specialists, Models, *Policy Formation, Questionnaires, School Policy

Identifiers—*Intellectual Freedom, Ohio

Compiled by the Intellectual Freedom Department of the Ohio Educational Library Media Association (OELMA), this booklet contains varied materials related to issues of intellectual freedom, including an eight-point statement of the purpose of the department, the American Library Association's Library Bill of Rights, and guidelines for writing a materials selection policy. Policies, guidelines, and procedures statements for two city school districts, a rural school district, and a parochial school are also provided, as well as a model policy and rules for selection of instructional materials prepared by a committee of the Iowa Department of Public Instruction, and three sample request forms for review or reconsideration of media resources. A list of state and national organizations to contact for assistance, and an 18-item bibliography of materials to aid in the writing of a library-media materials selection policy complete the booklet. (LMM)

ED 225 546 IR 010 551
 Earl, Lorna L.

S.P.S.S. User's Manual #1-#4. Basic Program Contruction in S.P.S.S.; S.P.S.S. Non-Procedural Statements and Procedural Commands; System Control Language and S.P.S.S.; Quick File Equate Statement Reference.

State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.

Pub Date—82

Note—147p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Computer Oriented Programs, *Computer Programs, *Data Analysis, Guides, *Programming, Programming Languages, *Research Methodology Identifiers—*Statistical Package for the Social Sciences

This series of manuals describing and illustrating the Statistical Package for the Social Sciences (SPSS) was planned as a self-teaching instrument, beginning with the basics and progressing to an advanced level. Information on what the searcher must know to define the data and write a program for preliminary analysis is contained in manual 1, which describes general rules of statement preparation, SPSS conventions, rules of precedence, basic program construction for temporary runs, and permanent file creation and access. Manual 2 contains the variety of data modification and transformational commands, as well as procedural task request commands. A chart outlines general SPSS functions and the control word used to activate the request, and the options that can be added to a basic program to conduct a specialized analysis are listed. Manual 3 explains how to use SPSS on the Burroughs B6800 computing system and describes the necessary file equate statements to alert the system to data location, status of the program, output destination, and the kind of output desired. Instructions are provided for using the terminals, programming on cards, and submitting a job batch. The final manual presents a quick reference chart of file equate statements with examples illustrating how to use the chart. (Author/LMM)

ED 225 547 IR 010 554
 Pogrow, Stanley

Technological Change: Policy Implications for Funding and Delivering Educational Services in the 80's.

Arizona Univ., Tucson.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—81

Note—146p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adoption (Ideas), *Delivery Systems, *Educational Change, *Educational Needs, Educational Practices, Futures (of Society), Political Issues, *School Policy, School Role, *Technological Advancement

This project report establishes a framework for viewing educational needs and change from the context of social technological change, synthesizes the research and policy implications of such a perspective, provides guidance on preparing and dealing with the new educational issues which will result from changing technology during this decade, and demonstrates the necessity of integrating technological concerns into the mainstream of general educational thought and practice. Preliminary sections describe the nature of the technology events during this decade, discuss the implications of the environmental technological events for changing the nature of educational needs and the types of educational services demanded by the public, examine the impact of technology events on the evolution of technological opportunity, and discuss the implications for developing new forms of delivery systems. Impediments to increased use of technology in education are examined, and a theory of the consequences of inadequate public school response to technological needs is presented. The final sections discuss federal policy and research issues and present a summary. A six-page bibliography and a cost estimate for a computer-rich classroom in 1985 are included. (Author/LMM)

ED 225 548 IR 010 555
 Uhlig, George E.

Technological Futures in Education.

Pub Date—82

Note—23p.

Pub Type—Opinion Papers (120) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adoption (Ideas), Annotated Bibliographies, Educational Change, Elementary Secondary Education, *Microcomputers, Periodicals, Teacher Attitudes, *Technological Advancement, *Videodisc Recordings

Identifiers—*Mobile County Public Schools AL Schools adapt to change slowly, while technological advances are progressing at an exponential rate.

Five inventions have dramatically changed the human ability to teach: speech, writing, the printing press, the computer, and the laser videodisc. Currently, schools rely primarily upon the first three, but the latter two represent technological advances which have the potential of significant impact upon education within the next 20 years. For schools to remain competitive and relevant, it will be necessary for teachers to become technologically literate and for the profession to develop and adopt instructional systems which are less person-intensive, e.g., microcomputer technology. The Mobile County (Alabama) Public Schools have used microcomputers in three noteworthy ways: in instruction using a 20-station high school microcomputer laboratory; in management for scheduling high school record keeping and grade reporting; and as a means of sorting and processing student information in an elementary school. The annotated bibliography of books and periodicals for additional reading which comprises the second section of this paper includes subscription information for 26 periodicals. (Author/LMM)

ED 225 549 IR 010 556

Coelho, George V., Ed.

Television as a Teacher. A Research Monograph. National Inst. of Mental Health (DHHS), Bethesda, Md.

Pub Date—81

Note—278p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1981-341-166/6376).

Pub Type—Collected Works - General (020) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Child Development, *Educational Television, Evaluation, Institutionalized Persons, Interpersonal Relationship, Literature Reviews, *Mass Media Effects, *Mental Health, Sex Role, Social Values, Television Commercials, *Television Research, *Television Viewing

In this collection of papers, 10 social researchers and mental health specialists review and assess the state of the art in relevant areas of their expertise to provide an up-to-date and comprehensive account of the role of television as a teacher. An overview of issues, findings, and recommendations by Elizabeth J. Roberts is followed by nine papers on more specific topics: (1) "The Properties of Television and Its Effects on Children," by Albert A. Siegel; (2) "Interpersonal Factors Mediating Viewing Effects," by Aimee Dorr; (3) "Processes Involved in Children's Learning from Television: A Review of Research," by Tannis MacBeth Williams; (4) "Television and Social Values," by George Comstock; (5) "The Effects of Television on Institutionalized Children," by Eli A. Rubenstein; (6) "Television Drama and Commercials: A Report on Content and Context with Emphasis on Women and Girls," by Muriel G. Cantor; (7) "The Educational Use of Production Variables and Formative Research in Programming," by Keith W. Mielke; (8) "The Impact of Educational Television upon Young Children Around the World," by Wayne H. Holtzman; and (9) "Public Influence and Television Programming," by Richard I. Feinbloom. References are listed for each paper and a list of national media reform groups is attached. (LMM)

ED 225 550 IR 010 557

The Texas Production Manual. A Source Book for the Motion Picture and Video Industry. Fifth Edition.

Texas State Film Commission, Austin.

Pub Date—15 Dec 81

Note—326p. For related document, see ED 206 300.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Resources, Consultants, *Film Industry, *Film Production, Film Production Specialists, Films, *Human Resources, Information Sources, State Legislation, *Television Studios, Video Equipment

Identifiers—*Texas, Video Tape Production

This cross-reference directory to the resources of film and video personnel and services in Texas is divided into eight sections: who's who, pre-production, production, post-production, video, miscellaneous, major city information, and addenda. The first section contains alphabetical listings of compa-

nies and individuals engaged in some aspect of motion picture or video production, including brief summaries of each company and individual's skills or services, notable credits, affiliations, and honors. The pre-production, production, and post-production sections alphabetically list film-related services and skills such as art directors, set construction, producers, production managers, and editors, while the video section contains the services and skills related to video. Other sections contain information of potential use to either film or video producers during production such as attorneys, unions, and theatre groups; detailed information about climate, air charters, and hotels in the major cities; maps of the state; and information about state laws affecting the filmmaker. (LMM)

ED 225 551 IR 010 558

Trailblazers, 1981-1982. An Annual Publication of Project PEP (Providing Equitable Participation) in Title IV-B, ESEA, P.L. 93-380 for the Nonpublic Schools in the State of Missouri.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Aug 82

Note—55p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annual Reports, *Demonstration

Programs, Elementary Secondary Education, Enrichment Activities, *Instructional Improvement, *Instructional Materials, *Private Schools, *Program Descriptions, Program Effectiveness, Resource Allocation, Supplementary Reading Materials

Identifiers—*Missouri

In this annual report to the nonpublic participant schools of Project PEP (Providing Equitable Participation), 39 exemplary instructional improvement programs written by the schools are described. Schools were encouraged to make long-range improvement plans by focusing on acquisition of Title IV-B supplementary instructional materials and library resources for students and curriculum areas showing the greatest need, and each program contains a rationale for needing the supplementary materials, an objective to be achieved, a plan for using the materials in the instructional program, and a plan for evaluating the degree to which the objective was reached. This booklet was designed to encourage schools to contact each other for additional information, as the programs described suggest models for other schools desiring to write instructional improvement programs. Part I provides brief descriptions of the 1981-82 projects in 12 categories: reading, science, math, social studies, language, study skills, library, art/music, map skills, computer, health, and other topics. Each project is explained with a 1-page format, showing target topic, grade level, target site, type of school, school name, contact person(s), school data, target group objectives, methods and materials used, and results. The second section presents statistical data on the growth of the project and its status through the 1981-82 school year, some data on 1982-83, and a map of service regions. (LMM)

ED 225 552 IR 010 559

Woolfs, Blanche And Others

The Use of Technology in the Administration

Function of School Library Media Programs.

Pittsburgh Univ., Pa.

Spons Agency—Office of Libraries and Learning

Technologies (ED), Washington, DC.

Pub Date—1 Mar 82

Note—144p. For related document, see IR 010 560.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, Case Studies, Elementary Secondary Education, *Learning Resources Centers, *Library Administration, *Library Cooperation, Literature Reviews, *Public Libraries, School Libraries, *Technology Transfer, *Use Studies

The state-of-the-art review on the use of technology in the administration of school library media programs and in school library/public library cooperation which is presented is based on a literature review and interviews with media specialists from nine states. Additional information is incorporated from a survey of the status of technology in the Albuquerque Processing Center (New Mexico), The Shawnee Mission, Kansas Schools, and Leav-

enworth High School (Kansas), and from commercial vendors queried to determine use of their online systems by school districts. The introduction describes the study methodology, and provides a historical perspective through an analysis of pre-1973 literature. A 17-page annotated bibliography of more recent materials is divided into the major categories of basic information or descriptive information and applications of technology. Using administrative functions outlined for the study, general and specific trends in technology utilization are analyzed in the areas of technical services, circulation, security systems, information retrieval, budgeting and staffing, and other functions. A listing of 23 recommendations for future planning concludes the report. Appendices contain the case studies from Alabama, Colorado, Florida, Illinois, Indiana, Maryland, Minnesota, New York, and Wisconsin; a list of study participants; and an inter-library information retrieval chart. (LMM)

ED 225 553 IR 010 560

Woolfs, Blanche And Others

The Use of Technology in the Administration

Function of School Library Media Programs.

Executive Summary.

Pittsburgh Univ., Pa.

Spons Agency—Office of Libraries and Learning

Technologies (ED), Washington, DC.

Pub Date—1 Mar 82

Note—7p. For related document, see IR 010 559.

Pub Type—Information Analyses (070) — Opinion

Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Learning Resources Centers, *Library Administration, *Library Cooperation, Library Planning, Media Specialists, Microcomputers, *Public Libraries, School Libraries, Shared Services, *Technology Transfer, *Use Studies

Conclusions of a study of current use of technology in the administration of school library media programs and in school library/public library cooperation are summarized. Based on interviews with media specialists in nine states and an extensive literature review, 26 trends in technology utilization are listed for the administrative categories of technical services, scheduling, circulation, security systems, information retrieval, and other. Then, 23 recommendations are suggested for use in future planning by school administrators and library media specialists in initiating, increasing, and expanding their management functions in administering school library/media centers and programs. These recommendations also address the topic of budgeting and include one recommendation for state education agency personnel and professional associations. (LMM)

ED 225 554 IR 010 565

A Feasibility and Engineering Study of Extending

Cable TV Programming to Surrounding Communities. Planning Grant Report.

Lakeshore Technical Inst., Cleveland, Wis.

Spons Agency—National Telecommunications and

Information Administration (DOC), Washington,

D.C.

Pub Date—19 Jul 82

Note—88p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cable Television, *Cooperative

Planning, Delivery Systems, Design Requirements, *Feasibility Studies, Lifelong Learning,

*Program Development, *Regional Programs,

Surveys, Television

Identifiers—Public Telecommunications Facilities

Program, Wisconsin

This report chronicles planning grant activities undertaken by the Lakeshore Technical Institute (LTI) and documents findings of a study to determine the feasibility and costs of extending public and educational programs from the LTI campus in Cleveland, Wisconsin, to surrounding communities. The geographic service area, regional telecommunications needs, a comparison of three technologies, financing plans, and community support and education efforts of the planning phase are examined and summarized in the first section. Three extensive appendices provide detailed information supporting and explaining the findings. Appendices include: details of a survey identifying institutional and organizational needs; a technical feasibility and cost study which examines three technical options in order to make recommendations for a regional com-

munications delivery system; and the proposal narrative which explains the need for the regional system and describes the implementation approach to be taken if the construction grant is awarded. (LMM)

ED 225 555 IR 010 566

Damarin, Suzanne K.
Fitting the Tool with the Task: A Problem in the Instructional Use of Microcomputers.
Pub Date—Mar 82

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Programs, Individualized Instruction, Input Output Devices, *Instructional Innovation, Intermediate Grades, *Man Machine Systems, *Mathematics Instruction, Mathematics Materials, *Microcomputers, Task Analysis

Identifiers—*Interactive Systems, Technology and Basic Skills in Mathematics

Technology and Basic Skills in Mathematics (TABS) is a project to develop innovative technology-based instructional materials at the upper elementary or middle school level, emphasizing the non-computational mathematics basics of probability, geometry, estimation, and computer literacy. In each area, attempts are being made to bring together curricular analysis, analysis of microcomputer capabilities, measurement of individual differences, the psychology of a responsive environment, criterion referenced evaluation, and cognitive psychology. This joint analysis leads to the project's guiding question: For what concepts or processes within a given curriculum area do the unique capabilities of the computer allow us to apply sound educational principles in new ways? The real promise of computer software in instruction lies in the capability for providing learners with new types of interactive experiences. Six levels of possible interaction have been identified: watching, finding, doing, using, constructing, and creating. To make the best use of the technologies available, we must analyze the instructional task and apply appropriate computer tools to it. (LMM)

ED 225 566 IR 010 567

Reid, Una V.
How Well Do Western Concepts of Instructional Development (ID) and Technology Transfer to Non-Industrialized Nations. Symposium.
Pub Date—May 82

Note—10p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Dallas, TX, May 3-7, 1982).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiotape Recordings, *Autoinstructional Aids, Developed Nations, *Developing Nations, Health Education, *Instructional Development, *Material Development, Needs Assessment, *Program Implementation, Slides, *Technology Transfer

Identifiers—British Columbia, Jamaica, Scoliosis
A self-instructional slide/tape program entitled "Idiopathic Scoliosis: Guide for Teaching Parents, Children and Health Care Personnel" was created for an audience of nurse-trainees, physicians, and laypeople in British Columbia, Canada. Designed to assist these groups in understanding the nature, history, and treatment of the disease, the program's content and illustrations reflect the response given in preliminary interviews by parents whose children were being treated for scoliosis, and the finished program was evaluated for effectiveness as a teaching/learning tool before it was distributed to children's and adult hospitals, public health clinics, and teaching institutions for health care professionals. Printed media developed to accompany the program were designed for use as an instructional package to enable physicians and public health nurses to establish screening programs across the province. In order to adapt this package for use by nurses and physicians in Jamaica and other West Indian nations, a number of changes would be required. These changes which would be primarily cosmetic and would only affect the program inconsequentially, would be most noticeable in the needs assessment, testing, and distribution phases, and would reflect the difference in the decision-making processes be-

tween advanced and developing countries. The changes suggest that instructional development processes for developing countries must reflect factors not usually included in Western models. (LMM)

ED 225 557 IR 010 568

Smith, Ronald M.
Improving Instructional Management with Microcomputers. Goal Based Education Program Occasional Paper Number 1.
Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 81
Grant—400-80-0105

Note—26p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Managed Instruction, *Computer Programs, Glossaries, *Information Sources, Media Selection, *Microcomputers, Program Descriptions, Program Development, *Program Implementation

Many aspects of computer managed instruction (CMI) are discussed in this paper which focuses on the use of computer technology to support teachers in their efforts to provide effective instruction. The nature of instructional management is explained and links to microcomputer capabilities are established. Microcomputer hardware and software characteristics are presented as they relate specifically to instructional management applications. The information presented is designed to help teachers get started in the use of microcomputers to support their instructional programs. Finally, profiles of seven diverse CMI programs provide a glimpse of microcomputer-based CMI concepts in practice. This paper emphasizes generalized CMI systems, i.e., those not tied to a particular curriculum content or computer assisted instruction program. A glossary and a list of CMI resources with addresses are included. (LMM)

ED 225 558 IR 010 570

Raucher, S. M. Koehler, T. J.
Long Range Planning for Computer Use—A Task Force Model.

Pub Date—May 82

Note—9p.; Paper presented at the Annual Convention of the Association for Educational Data Systems (Orlando, FL, May 1982).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, *Computer Oriented Programs, Data Processing, *Decision Making, Elementary Secondary Education, *Long Range Planning, *Management Information Systems, *Program Implementation, Resource Allocation, *School Districts, Technological Advancement

Identifiers—Montgomery County Public Schools MD, Task Force Approach, User Needs

A Management Operations Review and Evaluation (MORE) study of the Department of Management Information and Computer Services, which was completed in the fall of 1980, strongly recommended that the Montgomery County Public Schools (MCPS) develop a long-range plan to meet the computer needs of schools and central offices. In response to this recommendation, the Superintendent appointed a Task Force for Long-Range Planning for Future Use of Computer Technology. This paper provides an outline of the methods used by the task force and the results and recommendations of the study, as well as descriptions of the goals of the task force, the activity phases necessary to meet these goals, the technological environment within the county educational system, and the functional requirements of the educational system. Task force activities which provided a direction and a plan for both administrative and instructional computer use are described, and it is suggested that the task force methodology, representative composition, and "advocacy" structure could serve as a model for similar planning activities in other educational institutions. Specific sections of the paper include: an overview; task force activities (including goals, organization, activity phases, personnel involved, and the MCPS technological environment); trends in data processing; functional requirements for technology; benefit criteria; results of this study; and a conclusion. (LMM)

ED 225 559 IR 010 571

Wilkinson, Gene L., Ed.
Media Leadership: Back to Basics. Summary Report of the Annual Southeastern Regional Media Leadership Conference (9th, Atlanta, Georgia, February 8-10, 1978).

Southeastern Regional Media Leadership Council.
Pub Date—Feb 78

Note—35p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Cooperative Planning, Educational Media, Guidelines, Human Relations, *Leadership, *Needs Assessment, *Organizational Objectives, *Professional Associations, Program Evaluation, Scripts

Identifiers—Association for Educational Communications Tech

This report summarizes the major events of a conference conducted by the Southeastern Regional Leadership Council, which includes representatives from the Association for Educational Communications and Technology regions III and IV and from industry. (The council's members are listed and its purposes described.) An explanation of the conference planning process is followed by a program overview which lists presentation schedules, topics, and presentors. Revised scripts are included for the five synchronized slide/tape presentations which developed the conference theme and served as the basis for working sessions: (1) Leadership Development: What/Why Is a Leader? (2) Management Planning: Getting from Here to There; (3) Assessing Needs: Where Are We and Where Are We Going? (4) Setting Priorities: Putting First Things First; and (5) Human Relations: Working With and Through People. A listing of organization issues and priorities identified in working sessions is provided, as well as a summary of the guidelines for functional operational areas of affiliate management, which were developed by eight task forces as the first step in the development of formal procedural manuals. Eight conference resolutions, results of the conference evaluation, and a list of names and addresses of conference participants complete the report. (LMM)

ED 225 560 IR 010 572

Leslie, Judith W.
The President's Role in Bringing about Technological Advancement in Higher Education Institutions.

Pub Date—82

Note—19p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, *Change Agents, *Change Strategies, *College Administration, College Planning, Higher Education, Man Machine Systems, *Models, Social Change, *Technological Advancement, *Values

Identifiers—Pima Community College AZ

Designed to facilitate and increase the interaction of college administrators with automated systems, this guide addresses three basic questions: what is the value of technology in an institution; what is the priority of technology in relation to other aspects of the institution; and what is the commitment to technology as reflected in the allocation of financial resources? A discussion of how values are formed presents a framework which identifies the social, political, and economic forces affecting administrators' attitudes toward the use of technology. To illustrate this framework, administrators' attitudes within a specific postsecondary institution—Pima Community College—are analyzed. The implementation of change is also discussed and five change models are described as they have been applied at this institution: (1) the Human Relations Model; (2) the Power Model; (3) the Restructuring Model; (4) the Temporary Systems Model; and (5) the External Influence Model. Ways in which these models can enhance the value, priority, and commitment to technology in an institution are considered. The processes and direction of value formation are shown in three figures, and three references are listed. (LMM)

ED 225 561

IR 010 573

Boggeley, Jon. Ed.

Proceedings of the Third International Conference on Experimental Research in Televised Instruction. Memorial University of Newfoundland (Newfoundland, Canada, August 25-27, 1980).

Memorial Univ., St. John's (Newfoundland).

Pub Date—Aug 80

Note—232p.

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Childrens Television, Design Requirements, *Educational Television, Formative Evaluation, Humor, Literature Reviews, *Production Techniques, *Television Research, *Video Equipment, *Visual Literacy, *Visual Perception

The 11 papers in this collection focus on research in instructional television, the theme of a conference attended by media producers, researchers, and policy makers from Australia, Britain, Canada, France, West Germany, the Netherlands, South Africa, and the United States. The opening paper by Deane Hutton discusses two parallel but contrasting developments in educational television in Australia and indicates the role that future research may take in the development of television production. Subsequent papers by James Paluzzi and Erhard Heidt view the state of the art in television research from production and theoretical standpoints respectively. Other papers by Dolf Zillmann, Nikos Metallinos, and Claudette Davis discuss experimental investigations or particular television production techniques such as humor and camera angle, and Gary Coldevin reviews the wide range of practical guidelines now emerging from such research. In the remaining papers, Keith Mielke and Milton Chen describe the research and development of a major new educational series by the Children's Television Workshop in New York, and Charles Callanan and Joan Kaller discuss pioneering ideas in stereophonic television and community narrow-casting. A list of conference participants is included. (Author/LMM)

ED 225 562

IR 010 574

Parker, Susan

A Review of First Grade Software Materials.

Pub Date—Apr 82

Note—28p.; Master's Thesis, Indiana University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Graphics, *Computer Managed Instruction, *Computer Programs, *Evaluation Criteria, Language Arts, Literature Reviews, Mathematics Materials, *Microcomputers, Primary Education, *Programed Instructional Materials

Microcomputer software in language arts and mathematics available for use with the first grade curriculum was located, previewed, and evaluated. To obtain a sampling of educational software, a letter requesting all available first grade materials was sent to 50 companies. Of these, 32 companies responded, and 17 had such material. Following the previewing of these programs and additional software being used in the Indiana University Microcomputer Demonstration Laboratory, 14 programs were evaluated using an 11-criteria evaluation instrument derived from a literature review. Data were separated into technical, educational, or management categories for analysis. The study was limited by the subjective nature of the evaluation, the low number of responses from software program producers, and company reluctance to allow material previewing. Programs scored highest in the technical category, with appropriate graphics being the only criterion not met by all programs. Management was deficient only in the adequate tracing of student progress. The educational category scored the lowest, supporting the claim found in the literature that software needs to be developed through the joint efforts of programmers and educators. This study report includes a table listing the software evaluated, and the criteria met by each program, a 12-item bibliography, and an appendix listing companies contacted. (LMM)

ED 225 563

IR 010 694

Wiley, Ann L. Comp.

Sources of Information for Instructional Technology.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-77-0015

Note—69p.

Available from—Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-59; \$4.50 plus \$1.00 shipping/handling).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Oriented Programs, Educational Administration, Educational Research, *Educational Technology, *Information Services, *Instructional Design, *Instructional Development, Instructional Materials, Learning Theories, Program Evaluation, *Reference Materials

This booklet is designed to help instructional technologists, students of instructional technology, faculty, and researchers in the field locate information quickly and easily. Information services described are libraries, the ERIC system, online information services, state education departments, regional education centers, and information brokers. Specific suggestions are given, following a description of each service, about how to devise search strategies and conduct a search, with specific information provided on what to look for, where to look, and choosing and locating sources. Other general topics include searching for nonprint instructional materials, documenting a search, and evaluation. The comprehensive bibliography of recent materials, which comprises most of this publication, is introduced by a description of the scope of the list and the search strategy used to develop it. The bibliography lists reference works, monographs, bibliographies, indexes, databases, and journals with information related to the topics of instructional technology, instructional development, instructional materials and techniques, training and human resource development, computers in education, learning theory and applied behavioral science, systems theory, management of instructional programs, evaluation, research, and statistics. Sources used to identify materials and terms used with the search code are appended and an author index is provided. (LMM)

ED 225 564

IR 050 044

Martin, Lynne. And Others

Let's Go to the Library. Learn and Do Book.

Revised Edition.

Pub Date—81

Note—33p.

Available from—Popcorn Publications, Box 228 E, Canaan, CT 06018 (\$2.50 each; for 25 or more, \$1.00 each).

Pub Type—Creative Works (030) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Childhood Interests, Childrens Games, Childrens Literature, Early Childhood Education, Individual Activities, Learning Activities, *Learning Resources Centers, *Libraries, *Library Instruction, *Library Skills, Young Children

This activity booklet introduces young children to libraries and media centers and to beginning library skills by means of pictures to color, connect-the-dot pictures, cut-outs, puzzles, games, and space for drawings. Captions are provided on each page. The booklet is designed for use by the individual child and is recommended for a library story hour or a beginning skills program in the school media center. Suggestions for follow-up activities are noted in an introductory letter addressed to librarians, teachers, and parents. (Author/ESR)

ED 225 565

IR 050 045

Line, Maurice B. And Others

National Interlending Systems: A Comparative Study of Existing Systems and Possible Models.

Revised.

International Federation of Library Associations,

The Hague (Netherlands).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—PGI/78/WS/24 (Rev.)

Pub Date—May 80

Note—166p.; Prepared by the Office of International Lending. For related document, see ED 188 611.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, *Interlibrary Loans, International Organizations, *International Programs, Library Cooperation, Library Networks, *Models, *National Programs, Program Evaluation

Based on research completed in 1977 and comments on a 1979 preliminary version of this report, this work evaluates current interlending practices among participants in the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and proposes various models of interlibrary lending provision. The paper outlines the elements necessary in an interlending system, assesses the impact of technology on interlending, and presents factors relevant to the design and criteria for judging the effectiveness of interlending systems. Current practices are summarized as far as possible, and in the light of such information, potential basic and combined models are suggested. Examples of interlending systems draw mainly on those in the United States, United Kingdom, and Federal Republic of Germany, but a summary table covering 42 countries is also provided. Factors telling against efficient national interlending systems are enumerated, and the relationships between national interlending systems and other elements requiring national policy decision making are identified. A discussion of the mechanics of interlending is accompanied by a simplified flowchart of interlending procedures. On the basis of these findings, conclusions are drawn and further studies recommended. The report concludes with the reprint of a paper by Maurice Line and Stephen Vickers on the principles of national interlending systems. (Author/ESR)

ED 225 566

IR 050 046

DiBella, Cecilia M.

Massachusetts Dissemination Project. Final Report.

Massachusetts State Dept. of Education, Boston.

Massachusetts Dissemination Project.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jun 82

Contract—NIE-G-76-0058

Note—104p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Decision Making, *Educational Resources, Elementary Secondary Education, Federal Aid, *Information Dissemination, Information Services, Justice, Needs Assessment, Questionnaires, School Districts, Shared Services, *State Departments of Education, State Programs, Tables (Data)

Identifiers—*Massachusetts, *State Capacity Building Program

This report outlines the activities and impact of the Massachusetts Dissemination Project, a capacity-building program funded from 1976 to 1982 to further the dissemination of information on educational resources in Massachusetts. Major project outcomes are listed, including the production of two series entitled Resources for Schools (26 issues) and a Focus On: (over 5,000 booklets), and the provision of conference presentations, displays, training, workshops, and resource exchanges. Six sections provide (1) a summary of major project components and activities; (2) a comparison of dissemination services in the Massachusetts Department of Education before and after the project; (3) a discussion of the formation of the Bureau of Educational Research which will continue work begun by the project; (4) an examination of the project's involvement in promoting equity in areas of race, sex, ethnic origin, and special education; (5) a delineation of the project's successful impact on educational decision-making; and (6) a fifth-year

impact report presenting data on project services. Appendices comprise a Massachusetts Dissemination Project brochure, a needs assessment survey form, results of the needs assessment survey, a sample reader response card distributed with publications, abstracts submitted with project proposals, approved workplans, project budget data, an annotated bibliography of project publications, and a description of the Bureau of Educational Resources. (ESR)

ED 225 567

IR 050 047

Smith, Linda C., Ed.

New Information Technologies—New Opportunities. Papers Presented at the Clinic on Library

Applications of Data Processing (18th, Urbana-Champaign, Illinois, April 26-29, 1981).

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Report No.—ISBN-0-87845-066-1

Pub Date—82

Note—123p.

Available from—Publications Office, 249 Armory Building, 505 E. Armory St., Champaign, IL 61820 (\$11.00).

Pub Type—Opinion Papers (120) — Reports - General (140) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Programs, Copyrights, Databases, *Information Processing, *Information Scientists, Information Systems, Input Output Devices, Library Science, Microcomputers, *Technological Advancement, Telecommunications, Videotext Recordings, Videotex

Identifiers—*Information Technology

The papers presented at the 18th Clinic on Library Applications of Data Processing discuss current developments and applications of new technologies for processing, transmitting, and storing information, as well as some issues raised by these new technologies. Ten papers are included: (1) a keynote speech on the changing roles of the information professional based on evolving information technology; (2) a tutorial on microcomputers; (3) a delineation of microcomputer applications in technical processing, public services, and management activities of libraries; (4) a description of the many applications of word processing at the U.S. Department of Agriculture's (USDA) Technical Information Systems (TIS) unit; (5) a survey of currently available data entry and display devices; (6) a discussion of U.S. and international projects which are testing the market for videotex and teletext systems; (7) an examination of recent developments in telecommunications, including electronic mail, facsimile, two-way cable, and digital telephones; (8) an outline of the basic characteristics of videodisks as a storage medium; (9) an analysis of copyright protection for computer software and databases; and (10) an exploration of the relationship between technological change and professional identity. Brief descriptions of contributors and a subject index are provided. (Author/ESR)

ED 225 568

IR 050 048

New York State Library Conference on Planning for Collection Development, May 12-13, 1982.

Summary of Papers and Discussions.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Spons Agency—New York State Library, Albany.

Pub Date—May 82

Note—42p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Charts, Check Lists, Higher Education, Incentive Grants, *Library Acquisition, *Library Collections, *Library Cooperation, *Library Planning, Program Proposals, Regional Cooperation, State Aid

Identifiers—*Coordinated Collection Development, Library Funding, New York, OCLC

This report summarizes a 1982 conference held in Albany, New York, to begin planning for a state-funded program which will provide \$1.3 million annually for regionally coordinated collection development among libraries in New York public and non-profit independent colleges and universities. A preface detailing the context in which the conference was held and an introduction precede summaries of discussions at four small group work-

shop sections, which were oriented toward exploring the major considerations in developing regional plans. Lists of advantages and disadvantages of coordinated collection development and regional planning tasks, and discussion of strategies for overcoming obstacles and establishing overall planning approaches to coordinated collection development are provided. The largest section of the report comprises summaries of five conference presentations on changes in higher education and their impact on coordinated collection development; planning techniques for establishing coordinated collection development; procedures for describing, assessing, and comparing library collections; examples of using OCLC tapes to describe collection strengths and overlap; and processes for assessing the impact of coordinated collection development programs. Seven charts are included in the OCLC presentation. (ESR)

ED 225 569

IR 050 049

Northeast Regional Exchange, Annual Report, January 1982.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 82

Grant—NIE-G-81-0034

Note—93p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, *Educational Cooperation, Educational Finance, Educational Improvement, *Educational Research, *Information Dissemination, Information Networks, Needs Assessment, Program Administration, *Program Development, Program Evaluation, *Regional Cooperation, Regional Programs, Shared Services, State Departments of Education

Identifiers—*Research and Development Exchange

The activities of Northeast Regional Exchange, Inc. (NEREX) during its first year of operation are delineated in this report. The newest member of the national network of Research and Development Exchanges (RDx), this service agency was established to promote educational improvement in the seven northeastern states: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont. The report presents information on: (1) NEREX governance and staff; (2) NEREX regional and state priorities; (3) the NEREX evaluation procedure; (4) major NEREX services, focusing on information and resource sharing in the areas of basic skills instruction, use of computer software, and current issues in teaching; and (5) other 1981 NEREX activities including a survey on the topic of effective schools, support of various individual state projects, and participation in the RDx network. Figures provide a listing of 1981 board of directors' meetings, an inventory of NEREX priorities, a breakdown of expenditure by regional priority and by state, and a compilation of NEREX's specific first year tasks. Appendices contain lists of members of the NEREX board of directors and advisory committee, four extensive tables on the scope of NEREX's work and resources, and a brief record of educational organizations working with NEREX during 1981. (ESR)

ED 225 570

IR 050 050

Rocke, Hans J., and Others

A Practical Introduction to Non-Bibliographic Database Searching.

California Univ., Davis. Univ. Library.

Pub Date—82

Note—120p.; Papers originally presented to the Davis Online Reference Services Group (Davis, CA, 1981). Project funded by a research grant from the Librarians Association of the University of California.

Pub Type—Collected Works - General (020) — Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Business, *Databases, Economics, Industry, *Information Retrieval, Laboratory Animals, *Online Systems, Poisons, Reference Services, *Search Strategies, Statistics, Toxicology

Identifiers—Chemicals, *Nonbibliographic Databases

This guide comprises four reports on the Laboratory Animal Data Bank (LADB), the National Institute of Health Environmental Protection Agency (NIH/EPA) Chemical Information System (CIS), nonbibliographic databases for the social sciences,

and the Toxicology Data Bank (TDB) and Registry of Toxic Effects of Chemical Substances (RTECS). The first report describes LADB, which is designed to provide animal scientists with information on different species and strains of laboratory animals. Four annotated search examples demonstrate particular LADB features in the recall or manipulation of data. The second paper examines major files available on the NIH/EPA CIS system, which is used to identify chemical compounds and obtain information on their toxic effects. Explanations of system commands, specific search examples, and a complete list of CIS files are provided. Focusing on nonbibliographic databases which provide business, industrial, and economic information, the third report discusses Disclosure, the Economic Information Systems (EIC) files, and the Predicasts Terminal System (PTS) family of statistical databases. Two search examples are given for each file group. The final paper compares TDB and RTECS, both of which provide chemical toxicity data. Examples of a chemical unit record and three sample searches are presented for each of the two databases. (ESR)

ED 225 571

IR 050 051

Professional Development in ARL Libraries.

SPEC Kit #86.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—Aug 82

Note—120p.; Prepared by the Systems and Procedures Exchange Center.

Available from—SPEC, OMS/ARL, 1527 New Hampshire Ave. N.W., Washington, DC 20036 (\$15.00 prepaid).

Pub Type—Collected Works - General (020) — Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Consultants, Higher Education, *Librarians, Library Administration, Library Education, Library Expenditures, Library Planning, *Personnel Policy, Position Papers, Professional Continuing Education, *Professional Development, *Research Libraries, Sabbatical Leaves, *Staff Development, Travel

This publication is a collection of library documents related to professional development which were received in response to a personnel policy survey of members of the Association of Research Libraries (ARL) in the spring of 1982. A concise summary of issues related to professional development in ARL libraries precedes the main body of the kit where 29 documents are presented. The documents are divided into four sections: (1) comprehensive library professional development policies from Brigham Young University, Harvard University, and University of Connecticut; (2) library personnel research and study policies from University of Virginia, University of New Mexico, Iowa State University, University of British Columbia, Ohio State University, McGill University, Emory University, Indiana University, and New York University; (3) library policies on consulting and outside employment from Dartmouth College, Yale University, University of Kansas, and McGill University; and (4) library travel policies from University of Kansas, University of North Carolina-Chapel Hill, Ohio State University, University of Cincinnati, Rutgers University, Yale University, University of California-Riverside, Texas A & M University, University of Colorado, University of Toronto, McGill University, Wayne State University, and University of Miami. An evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit is provided. (ESR)

ED 225 572

IR 050 052

Pease, Edward

Researching Theatrical Dance. A Guide to Basic Collections, Bibliographies, Reference Books,

Serials, Historical Surveys, Manuals, Special Studies, Films, Addresses, and Other Essentials; Primarily as Related to Theatrical Dance.

Pub Date—82

Note—103p.; For related document, see ED 184 546.

Pub Type—Guides - General (050) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, *Dance, *History, Information Seeking, *Information Sources, Library Materials, Nonprint Media, Primary Sources, Publications, Reference Materials,

Research Tools, Resource Materials
 Intended for dance teachers, dance students, scholars from other fields, and novice researchers, this handbook comprises a brief discussion of research methods, especially as applied to short-term student projects, and an extensive annotated bibliography on the history of theatrical dance. The bibliography is divided into 20 sections, each listing a different type of information resource for research into dance history. The sections include libraries and archives; bibliographies, periodical guides, and catalogs; serials; historical and biographical dictionaries; dictionaries of terms; anthropological studies; textbooks including historical surveys, coursebooks, text anthologies, and introductions for laypersons; biographical histories; studies of specific historical periods; studies of national or ethnic traditions; major articles dealing with national or ethnic traditions; histories of different genres; general manuals and treatises; manuals, treatises, and primary sources of information for specific chronological periods from pre-17th century to the present; studies of specific roles; studies of esthetics and criticism; selected studies of related arts; special studies of historical periods within particular geographical areas; audiovisual resources; and addresses for major organizations, publishers, and dealers involved with materials on the history of theatrical dance. Cross references are provided at the head of some of the sections, and resources of major importance are indicated. (ESR)

ED 225 573 IR 050 054
 Mayo, Kathleen O., Comp. *Stipek, Kathleen, Comp.*
Results of a Questionnaire for Institution Library Consultants in State Agencies.
 Association of Specialized and Cooperative Library Agencies, Chicago, IL.
 Pub Date—Jul 82
 Note—107p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—*Institutional Libraries, *National Surveys, State Agencies, *State Officials, *State Programs, Statewide Planning, Tables (Data)
 Identifiers—*Library Consultants
 This compilation of survey results, submitted by institutional library consultants from 42 states between December 1981 and May 1982, is divided into two parts: a narrative section for longer survey responses, and a more extensive section of tables for shorter answers. Correctional and mental health institutions, hospitals, and homes for the physically disabled, the elderly, and veterans are mentioned as state institutions involved in library programs. The 39 survey questions cover the official classification, salary, professional affiliations, and responsibilities of institution library consultants in state agencies; requirements for the position; the services, special projects, funding, and expenditures of institutional library programs; the number of people served by the programs; the training, recruitment, status, salary, official classification, and continuing education of institutional librarians; cooperation among state officials, state agencies, institutional libraries, local libraries, and other bodies; and the most useful reading material for institution library consultants. (ESR)

ED 225 574 IR 050 055
 Katz, Jeffrey. *And Others*
A Study of the Impact of Representations in Information Retrieval Systems.
 Syracuse Univ., N.Y. School of Information Studies.
 Spons Agency—National Science Foundation.
 Washington, D.C. Div. of Information Science and Technology.
 Pub Date—Jul 82
 Contract—IST-79-21468
 Note—117p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—*Databases, *Information Retrieval, Models, *Online Systems, Records (Forms), *Reference Services, Relevance (Information Retrieval), Search Strategies, Statistical Analysis, *Subject Index Terms, Tables (Data), User Satisfaction (Information)
 Identifiers—*Free Text Searching
 This report investigates seven document representations—configurations of controlled and free-text vocabulary—which can be used to search the INSPEC (Computer and Control Abstracts) and PsychInfo (Psychological Abstracts) databases. The performance of each representation is analyzed, as

is overlap among the representations, i.e., the extent to which the same documents are retrieved when searching with different vocabulary configurations. The study's use of a DIALOG simulator known as DIATOM, the participation of 7 trained searching intermediaries, and the soliciting of search questions from 114 online users are described. Major differences between the two databases in terms of which representations perform most effectively, and consistently low overlaps among representations are reported. Results are also discussed in terms of the cumulative improvement on retrieval performance as representations are added sequentially. A probabilistic model of overlap is developed based on the assumption of random retrieval, and this model is fitted against the obtained asymmetric overlaps and the incremental improvements obtained by different overlaps. A total of 20 tables and 15 references are provided. Appendices comprise intermediary training materials, instructions to study participants regarding citation relevance judgements, directions to online users, and sample forms for searchers, as well as the study's Latin square and factorial design, analysis of variance summary results, and theoretical model proofs. (Author/ESR)

ED 225 575 IR 050 057
 Treadway, Cleo. *McDavid, Lee*
Intellectual and Bibliographical Access to the Original Library Collection, 1794-1827.
 Tusculum Coll., Greenville, Tenn.
 Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.
 Pub Date—82
 Contract—RC-20102-81-1744
 Note—19p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Book Catalogs, *Cataloging, College Libraries, Higher Education, Indexing, *Library Collections, Online Systems, *Preservation, Program Implementation
 Identifiers—*Charles Coffin Collection, Eighteenth Century, OCLC, Rare Books
 This progress report delineates activities completed during the first year of a federally funded project to catalog and preserve the Charles Coffin Collection, located in the Tusculum College Library at Greenville, Tennessee. The Coffin Collection is described as the nearly intact original library of Greenville College, which was a frontier college established in 1794 and Tusculum's antecessor. The number of volumes in the collection is noted as approximately 2,000. Project activities from June 1, 1981, to June 30, 1982, are described in the areas of descriptive cataloging, indexing, identification of rare items, book conservation and preservation, and participation in the Eighteenth-Century Short-Title Catalogue/North America. The impact of membership in OCLC on the project and plans to publish a short-title catalog of the Coffin Collection are reported. Three appendices comprise the resume of the assistant project director; a letter outlining the cataloging agreement between OCLC and Tusculum College Library; and a press release announcing funding of the project and the proposed collection catalog, along with a list of press release recipients. (ESR)

ED 225 576 IR 050 058
 Person, Roland C.
The Undergraduate Library at United States and Canadian Universities: A Bibliographic Review.
 Pub Date—82
 Note—77p.
 Pub Type—Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—*College Libraries, Educational History, Higher Education, Library Facilities, Library Planning, Library Services, *Undergraduate Students
 Identifiers—*Undergraduate Libraries
 This bibliographic review of the literature on American and Canadian university undergraduate libraries was adapted from a PhD dissertation completed at Southern Illinois University at Carbondale in 1982. Included are books, dissertations, and journal articles which treat the undergraduate library as a whole, rather than looking at only one aspect of such a library's operations. The essay is divided into four sections dealing with: (1) works which present the origin and development of the undergraduate library as a concept and provide definitions of the term; (2) literature which reflects the philosophy and rationale for establishing under-

graduate libraries; (3) publications which describe currently and formerly existing undergraduate libraries at 27 institutions, arranged in chronological order by library founding date; and (4) studies which evaluate and compare undergraduate libraries. The review concludes with a brief summary of trends in the literature. (Author/ESR)

ED 225 577 IR 050 059
 Huang, Jack Kai-tung. *And Others*
The Design of the CCCII and Its Application Considerations in Library Automation.
 Pub Date—Aug 81
 Note—21p.; Paper presented at the Annual Meeting of the International Federation of Library Associations (Leipzig, East Germany, August 18-23, 1981). Best copy available.
 Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Chinese, *Data Processing, Digital Computers, Foreign Countries, Ideography, Library Networks
 Identifiers—Character Codes, *Chinese Character Code for Information Interchange, *Information Interchange Codes, Standardization, Taiwan
 This paper presents the major characteristics of the Chinese Character Code for Information Interchange (CCCCI) and indicates its intended application for the interchange of Chinese information among computer systems and communication facilities, especially in library networks. It is considered sufficient for present day library applications, business data processing, and even census application. The selection of CCCII's graphic symbols and its ordering of Chinese characters are discussed, as well as such application considerations as the achievement of coding and processing efficiency, the means of handling variant forms and pronunciations of Chinese characters, and the sorting and searching of Chinese lists. Mention is made of ongoing work on a Chinese cross-reference database with an authority file of Chinese characters and associated intelligent software. Various tables and charts and an 11-item bibliography are provided. (Author/ESR)

ED 225 578 IR 050 060
 Stanekiewicz, Witold
The Role of the National Library in Protection of Old and Rare Book Collections in Poland, and Information about It.
 Pub Date—Aug 80
 Note—9p.; Paper presented at the Annual Meeting of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).
 Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Foreign Countries, Library Collections, Library Cooperation, Library Materials, Microreproduction, *National Libraries, Polish Literature, *Preservation, *Union Catalogs
 Identifiers—*Poland, *Rare Books
 This paper briefly outlines the aims and functions of national libraries, particularly in the preservation of old and rare material; the losses of Poland's National Library during World War II; the work of Poland's Center for the Protection of Old Books; the publication of a Polish national union catalog of old and rare items, including incunabula; the development of a microfilming program for old manuscripts, prints, periodicals, and music; and the establishment of the National Fund for the registration and preservation of books, manuscripts, and other items written by Poles or about Poland up until the end of the 19th century and located in Polish or foreign libraries. The development of the National Fund program and its activities from 1976 to 1980 are reviewed. (ESR)

ED 225 579 IR 050 061
 Black, John B.
New Information Technologies: Some Observations on What Is in Store for Libraries.
 Pub Date—Aug 80
 Note—12p.; Paper presented at the Annual Meeting of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Information Networks, *Information Services, *Libraries, Library Automation, Online Systems, *Technological Advancement, Telecommunications

Identifiers—Electronic Publishing

This outline of new technological developments and their applications in the library and information world considers innovations in three areas: automation, telecommunications, and the publishing industry. There is mention of the growth of online systems, minicomputers, microcomputers, and word processing; the falling costs of automation; the growing use of packet switching and other digital networks, interactive cable television, fiber optics, and electronic mail systems; and the development of electronic publishing, micropublishing, and videodisk publishing. The paper concludes with a brief review of the implications of the new technologies for library services, networks, staff, collections, materials, buildings, and budgets. (ESR)

ED 225 580 IR 050 062

Beaudiguet, Marcelle

Retrospective Bibliographies: State-of-the-Art and Comparative Report.

Pub Date—Aug 81

Note—15p; Paper presented at the Annual Meeting of the International Federation of Library Associations (Leipzig, East Germany, August 1981). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographies, Developed Nations, Developing Nations, International Organizations, International Programs, Library Associations, Publishing Industry, Questionnaires, Standards Identifiers—Electronic Publishing, International Federation of Library Associations, *National Bibliographies, *Retrospective Bibliographies

This paper provides a discussion of various definitions of retrospective bibliography; a comparison of retrospective and current national bibliographies, both in countries with an established publishing tradition and in developing countries; a brief examination of the development of retrospective bibliographies from current national bibliographies; and remarks on retrospective bibliography in the context of proposed activities of the Section on Bibliography of the International Federation of Library Associations (IFLA). The production of retrospective bibliographies by gathering of documents or compilation from other bibliographies is examined, as well as the various options for content, arrangement, and method of production. The formation of a small informal working group to produce guidelines for compilers of retrospective bibliographies is recommended, and two questionnaires to be used for obtaining data on retrospective bibliographies by country are provided. (ESR)

ED 225 581

IR 050 063

Morein, P. Gady

Clifford Library and Learning Resources Self-Study Report.

Evansville Univ., Ind. Clifford Library and Learning Resources.

Spons Agency—Association of Research Libraries, Washington, D.C. Office of Management Studies; Lilly Endowment, Inc., Indianapolis, Ind. Pub Date—Feb 82

Note—132p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Archives, *College Libraries, Higher Education, Interlibrary Loans, *Learning Resources Centers, Library Acquisition, Library Automation, Library Collections, Library Equipment, Library Facilities, Library Instruction, Library Personnel, *Library Planning, Library Services, Reference Services, Self Evaluation (Groups), Systems Analysis, User Satisfaction (Information)

Identifiers—*University of Evansville IN

Based on a 1980-81 study of the Clifford Library and Learning Resources unit at the University of Evansville (Indiana), this report presents the principal study findings and specific recommendations for improvement in library and learning resources and services. An overview of current changes in U.S. higher education considers enrollment patterns and projections, education costs and funding, curriculum shifts, societal attitudes, and innovations in teaching. Academic library trends and projections are also briefly reviewed. An assessment of the University of Evansville covers its major instructional, research, and community service programs; its goals and objectives; and a profile of its faculty, students, and administrative organization. The history and

status of the library and learning resources unit are reviewed prior to a detailed analysis of its collections, facilities, staffing, service delivery, bibliographic instruction, technology, and two specific parts of the library, i.e., the Center for Instructional Services (CIS) and the University Archives. Recommendations based on needs in each of these areas are developed with a technique known as Interpretive Structural Modeling (ISM). The report begins with an executive summary and a summary listing of its 27 recommendations and concludes with an appendix delineating the study's data sources and survey results. (ESR)

ED 225 582

IR 050 064

El-Hadidy, Bahaa

Training of Egyptian Information Specialists: A Multifaceted System Approach. Final Report.

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jan 82

Contract—NSF-INT-7927016; USAID-PASA-NF/EGY-0016-7-77

Note—259p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Charts, Foreign Countries, Foreign Students, *Information Scientists, Information Services, *International Programs, *Library Education, Postsecondary Education, *Professional Training, Program Development, Program Evaluation, Program Implementation, Questionnaires, Training Objectives

Identifiers—*Egypt, *Individualized Training Programs, National Information Systems, Scientific and Technical Information

This report presents information on a 1980/81 U.S. non-degree training program which was designed to provide Egyptian scientific and technical information (STI) specialists with the basic minimum knowledge and skills required for developing national information services in Egypt. The background and purpose of the Egyptian STI program are discussed as well as the objectives, organization, and administration of the STI training program in the U.S.; the design of the training system; and the development and implementation of individualized training schedules for 15 Egyptian information specialists. Elements of training are noted as orientation, formal coursework, in-service training, field visits, tutorials, seminars, workshops, participation in professional meetings, and a final conceptual paper assignment. Details of the selection and characteristics of training participants, evaluations of the training system, and recommendations for further training based on the success of the initial program are also presented. The report includes an executive summary, 9 charts, and 35 references. Its appendices comprise a list of project staff and advisors, a compilation of course descriptions, a list of papers written by the trainees, sample evaluation questionnaires, a list of U.S. host training organizations, outlines of the 15 individual training programs, a list of books for the preparation of trainees in Egypt, and the curriculum vitae of the trainees. (Author/ESR)

ED 225 583

IR 050 077

Walshak, Lynn G.

Accessing United States Government Publications in the Georgia Southern College Library.

Pub Date—Sep 82

Note—13p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, *Classification, College Libraries, *Federal Government, *Government Publications, Higher Education, *Indexes, Library Collections, Library Guides

Identifiers—Georgia Southern College

Developed for use in the library and in government documents classes, this paper provides instruction in the identification and location of U.S. government publications in a specific depository library. The importance of government documents is noted. An explanation of the Superintendent of Documents (SuDoc) classification scheme as found in the "Monthly Catalog of U.S. Government Publications" is given, as well as the means of determining whether a document is held by the library. The largest part of the paper describes the catalogs, indexes, and abstracts used to identify government

documents. This discussion groups the reference tools according to whether a search is being conducted for current, retrospective, or specialized material. The numbering system of the SuDoc classification system is further examined as part of a section on the arrangement of the documents collection. Brief discussions of legislation and congressional publications, and the circulation of government documents conclude the paper. (Author/ESR)

ED 225 584

IR 050 078

California State Capacity Building Project. Final Report.

California State Dept. of Education, Sacramento. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Grant—NIE-G-76-0057

Note—36p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Resources, Elementary Secondary Education, Federal Aid, *Information Dissemination, Information Services, Program Descriptions, School Districts, Shared Services, *State Departments of Education, State Libraries, *State Programs

Identifiers—California, *State Capacity Building Program

This report summarizes the California Information Dissemination Project, which was funded from 1976 to 1981 to improve access to information on educational resources in California. The report is divided into three sections: (1) project rationale, which provides background information on the California State Department of Education, its Office of Information and Dissemination, and the events leading to the submission of the capacity building proposal; (2) project implementation, which describes major activities in the areas of leadership, linkage, and resources; and (3) project outcomes, which lists significant project results, identifies areas of project impact, and offers advice for new capacity building projects. Major services and results of the California Information Dissemination Project include the organization of conferences, meetings, training sessions, and workshops, the development and implementation of a dissemination plan, the production of education information packets, the location and evaluation of new educational information resources, the purchase of ERIC files and a computer for the California State Library, the coordination of resources for California educators with the State Library, and the implementation of a distribution system for disseminating information on educational resources. A copy of the dissemination plan for the California State Department of Education is appended. (ESR)

ED 225 585

IR 050 080

Children: Health, Education, and Change. A Selected, Annotated Bibliography. Annotated Bibliography #6.

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

Spons Agency—Agency for International Development (IDCA), Washington, D.C.

Pub Date—81

Note—35p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Child Development, Child Labor, Child Welfare, Community Role, *Developing Nations, Disadvantaged Environment, *Early Childhood Education, Family Role, Foreign Countries, *Health Needs, *Nonformal Education, Parent Role, Primary Health Care, *Training

Compiled from the resource collection of Michigan State University's Non-Formal Education (NFE) Information Center, this bibliography contains over 100 references to international publications related to children's education, environment, development, labor, and health, and the training of persons involved in child education, development, and health care throughout the world. Books, pamphlets, manuals, reports, articles, and other publications are included. The role of parents, families, and communities in child education is noted as a dominant theme of the bibliography. Some publications in Spanish, Portuguese, and French are included, and each citation contains an address where the publication may be obtained. Annotated citations are arranged within 4 sections covering: (1) educa-

tion and child development; (2) issues and policies in children's projects and education programs; (3) primary health care, particularly in the fight against hunger, malnutrition, and infant mortality; and (4) journals, newsletters, special issues, and bibliographies dealing primarily with child development. An alphabetical non-annotated list of recent acquisitions at the NFE Center concludes the bibliography. (ESR)

ED 225 586 IR 050 083
CLSI On-Line Public Catalog Keyboard Terminal Manual: Training Manual.
 California State Univ., Chico.
 Pub Date—Sep 82
 Note—20p.; For related document, see IR 050 084.
 Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—College Libraries, Display Systems, Higher Education, *Information Retrieval, Input Output Devices, *Library Catalogs, Library Guides, *Online Systems, Search Strategies
 Identifiers—*Boolean Search Strategy, California State University Chico

This training manual developed by the Public Access Subcommittee of the Reference Department of Meriam Library (California State University, Chico) provides instructions for using the library's online public catalog by means of a keyboard terminal. An introduction describes the Boolean searching capability of the online catalog and gives examples of Boolean searches. Keyboard terminal search procedures and methods of correcting keyboard errors are delineated, prior to a listing of keyboard symbols used in searching and a description of the use of the truncation symbol. Directions for author, title, subject, call number, special qualifier, and year of publication searches are given with examples provided for each. Three appendices comprise: (1) a list of codes for the most common qualifiers, which are those used to locate books in a particular language, or a particular type of material; (2) an illustration of the terminal keyboard with an explanation of its special function keys; and (3) a list of initial articles to be dropped when searching by title. (ESR)

ED 225 587 IR 050 084
CLSI On-Line Public Catalog Touch Terminal Manual: Training Manual.
 California State Univ., Chico.
 Pub Date—Sep 82
 Note—14p.; For related document, see IR 050 083.
 Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—College Libraries, *Display Systems, Higher Education, Illustrations, *Information Retrieval, *Input Output Devices, *Library Catalogs, Library Guides, *Online Systems, Search Strategies
 Identifiers—California State University Chico, Touch Terminals

This training manual developed by the Public Access Subcommittee of the Reference Department of Meriam Library (California State University, Chico) provides instructions for using the library's online public catalog by means of a touch terminal which accepts commands in the form of a touch on a particular part of the terminal screen. Author and subject searches are described as well as the general terminal search, display, and help functions. Illustrations of the terminal screen as it appears at each step in various searching processes are provided, as well as sample records in abbreviated and full format. Availability and location details are also explained. The manual concludes with brief directions for searching by call number or title, and two lists of subject headings which illustrate differences between heading formats in the card and the online catalog. (ESR)

ED 225 588 IR 050 086
Bonk, Sharon C.
An Examination of Electronic Links between the Book Trade and Library Acquisitions Systems.
 Pub Date—81
 Note—114p.; Best copy available.
 Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—Check Lists, Cooperative Planning, Foreign Countries, Futures (of Society), *Library Acquisition, *Library Automation, *Library Networks, Online Systems, Prediction, *Publishing Industry, Telecommunications
 Identifiers—*Bookstores, *Great Britain
 Based on interviews and correspondence conducted during 1981, this report describes British

library and book trade plans for expansion of their internal order processing systems to include the eventual exchange of data through the use of telecommunications. Comparisons are made between the situation in England and the United States. The report begins with a glossary of terms and a review of the literature on publishing, library acquisitions, and electronic data transfer. Information is presented on automation of the library acquisitions functions, the views of librarians on automated acquisitions, and the development of acquisitions systems among library cooperatives (networks). A list of librarians' requirements for automated acquisitions is also provided. A discussion follows of the present levels of automation among library suppliers, retail booksellers, and publishers; the book-seller response to library requirements for electronic interchange of data; and tradewide cooperation on machine readable codes and Teletyping, an automated system currently used by British booksellers. A final section of the report examines problems in developing library/bookseller systems and presents short-term and long-term forecasts for this market. Appendices comprise a list of persons participating in the study and an extensive bibliography. (Author/ESR)

ED 225 589 IR 050 087
Ellsbury, Susan H. And Others
Feasibility Study: Library Instruction in Specific Science Disciplines Using the Self-Paced Workbook Adapted to Departmental Needs, Mitchell Memorial Library, Fall 1981.
 Mississippi State Univ., Mississippi State University Libraries.
 Pub Date—81
 Note—40p.; For related document, see ED 210 028.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Analysis of Variance, *College Libraries, College Students, Costs, Feasibility Studies, Higher Education, Intellectual Disciplines, Librarians, *Library Instruction, *Program Effectiveness, *Program Implementation, Research Design, Sciences, Scores, Time on Task, *Workbooks
 Identifiers—Mississippi State University, Student Assistants
 Student library assistants and undergraduate and graduate students from agricultural and biological engineering, biological sciences, and entomology participated in a study to determine the effectiveness of instructional materials adapted to specific science disciplines for developing practical skills in the use of library resources. All students participating in the study completed a core section of workbook chapters and assignments covering basic library research tools in the sciences, while specific instruction by subject area and discipline was provided in the index and abstract chapters of the various workbooks. A group of students in biological sciences who served as a control group did not use workbooks. All students took a pretest and identical posttest as a measure of their capability in usage of library materials. Results of the study showed that students completing the workbook had significantly greater score increases on the standard test than those to whom the workbook was not available. Workbook content, timetables for assignment completion, assignment correction, workbook editing and printing, project cost, and library staff involvement are discussed. A two-phase program of science-related library instruction is outlined. Four tables, two figures, and three references are provided with workbook tables of contents and student test scores appended. (Author/ESR)

ED 225 590 IR 050 089
Moughon, Anne Elliott, Jess P.
Georgia Dissemination Capacity-Building Project. Final Report.
 Georgia State Dept. of Education, Atlanta.
 Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—81
 Contract—NIE-G-76-0049
 Note—58p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Charts, *Educational Resources, Elementary Secondary Education, Federal Aid, *Information Dissemination, Information Services, Justice, Online Systems, Program Descriptions, Questionnaires, Reference Services, Rural Education, School Districts, Shared Services, *State De-

partments of Education, State Programs, Tables (Data)
 Identifiers—Educational Information, *Georgia, *State Capacity Building Program

This report summarizes the Georgia Dissemination Capacity-Building Project, which from 1976 to 1981 funded increased dissemination of information on educational resources by Georgia's Education Information Center (EIC). Following a brief introduction containing project background information, five report sections provide: (1) a summary of major project components and activities, including EIC compilation of individualized research packets based on computer or manual searches of the educational literature, and other EIC services to the State Department of Education, intermediate agencies, and local school systems; (2) a chart comparing EIC services before and after the project; (3) a discussion of the transfer of EIC funding from federal to state and other sources; (4) an examination of the project's involvement in promoting equity in areas related to race, sex, the handicapped, and rural education; and (5) a project impact statement comprising results of an EIC user survey, three case histories and additional brief project outcomes, and the final project impact report. Appendices include an evaluation of EIC operations from 1979 to 1981 with data on specific EIC services, a sample user request form for obtaining educational information from EIC, and an EIC literature search evaluation form with notation of evaluation results for 1979 to 1981. (ESR)

ED 225 591 IR 050 090
Oettinger, Anthony G.
Harnessing the Age of Information.
 Business-Higher Education Forum, Washington, D.C.
 Pub Date—18 Jul 81

Note—22p.; Paper presented to the Business-Higher Education Forum of the American Council on Education (Washington, DC, July 18, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Arithmetic, *Educational Change, Futures (of Society), Information Networks, Information Services, *Information Sources, *Literacy, Newspapers, Social Change, *Technological Advancement

Identifiers—Geopolitical Change, Information Industry

Drawing in part on experiences from Harvard University's Program in Information Resources Policy, this paper looks at societal implications of changes in information resources and suggests concomitant changes in education. Commercial and geopolitical effects of the expansion in the range and versatility of information and communications products and services are discussed, and a modern definition of literacy is proposed which includes familiarity with computers and other information resources. The wisdom of concentration on drills in arithmetic and writing skills, rather than use of calculators and keyboards, is questioned. Mention is also made of the need for a new elementary school curriculum, the effect of new information technologies on the newspaper industry, and the increasing rate of technological change. Excerpts from a subsequent question-and-answer session and biographical details of the author conclude the pamphlet. (ESR)

ED 225 592 IR 050 091
McCabe, Gerard B.
Issues Facing Academic Libraries in the 1980's.
 Pub Date—[82]
 Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Academic Libraries, Financial Support, Futures (of Society), Information Seeking, *Library Planning, Library Services

Observations of the Director of Libraries at Clarion State College, Pennsylvania, are presented on issues confronting academic libraries in the 1980's in two categories: constant or diminishing financial support, and increasing patron demand for services. Library materials and operating budgets, interlibrary cooperation, resource sharing, automation, staff size and development, and community support of academic libraries are mentioned in connection with library fiscal management. Access to library materials, computer-assisted literature searching, interlibrary loan services, preservation of library materials, staff development, and new library tech-

nology are noted as important considerations in dealing with increased library usage. (ESR)

ED 225 593 IR 050 092

Meijer, J. G.

Librarianship: A Definition. Occasional Paper Number 155.

Illinois Univ., Champaign. Graduate School of Library Science.

Pub Date—Sep 82

Note—41p.; Paper translated by P. S. Rabie.

Available from—Publications Office, Graduate School of Library and Information Science, University of Illinois, 249 Armory Bldg., 505 E. Armory St., Champaign, IL 61820 (Subscription for 5 papers, \$12.00; single papers, \$3.00 prepaid).

Pub Type—Reports - Research (143) - Translations (170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Design, *Definitions, Guidelines, Lexicology, *Library Education, *Library Science

This paper prepared at the request of the South African Institute for Librarianship and Information Science develops a scientific definition for librarianship and guidelines for librarians based on that definition. An abridged version of the author's doctoral dissertation, the paper shows that a definition of librarianship is essential for the library profession and for any systematic investigation of library science. The requirements for a scientifically tenable definition are presented and current definitions are classified, tested, and rejected. A new definition of librarianship is formulated to cover all libraries and similar institutions irrespective of time or place. Guidelines for the library profession and for the study of librarianship are also given, and a list of topics to be included in a library science curriculum is provided. An extensive reference list and the author's vita are included. (ESR)

ED 225 594 IR 050 094

Carlson, David

Library Instruction Program: Clifford Memorial Library, University of Evansville, Indiana.

Evansville Univ., Ind. Clifford Library and Learning Resources.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NEFH), Washington, D.C.

Pub Date—82

Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annual Reports, Behavioral Objectives, Check Lists, College Libraries, Cooperative Planning, Demonstrations (Educational), Higher Education, Information Seeking, *Integrated Activities, Library Extension, *Library Instruction, *Library Skills, Online Systems, Reference Services, Tables (Data)

Identifiers—University of Evansville IN

An assessment of the effectiveness of the integrated library instruction program developed at the University of Evansville and a review of the activities of the 5-year federally funded project are provided in this final narrative report. Special attention is given to the institution of a new required composition course which will focus on the completion of a library research paper, the elimination of excessive duplication of library instruction by coordination with the curricula of specific departments, and the expansion of online bibliographic searching demonstrations and presentations. Four appendices comprise more than half of the report; they contain a 5-year statistical summary of the number of courses, sections, presentations, and students involved in the library instruction program; individual proposals to the schools of education and nursing regarding a formal progressive series of library instruction presentations for their students, including checklists of behavioral objectives for each library instruction presentation; and the program's 1981-82 statistical report covering courses, sections, presentations, and students organized by academic quarter and discipline. (Author/ESR)

ED 225 595 IR 050 095

Simoni, Joseph J. And Others

Medicine Showmen and the Communication of Health Information in Mexico. Occasional Paper #7.

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

Spons Agency—Inter-American Foundation, Rosslyn, Va.; West Virginia Univ., Morgantown.

Pub Date—82

Note—24p.; Paper presented at the Annual Conference of the International Communication Association (32nd, Boston, MA, May 2-7, 1982). Research for this paper was also supported by the Mexican National Council of Science and Technology (CONACYT) and the Universidad Nacional Autonoma de Mexico (UNAM).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, *Health Education, *Hygiene, Infants, *Information Dissemination, Mothers, *Nutrition Instruction, Program Effectiveness, *Public Health, Rural Urban Differences

Identifiers—Breastfeeding, *Medicine Shows, *Mexico

This report describes a 1979 study of the effectiveness of "merolico" Mexican medicine showmen in disseminating health-related information to rural and urban populations with varying amounts of education. It is noted that five showmen were chosen and trained to disseminate a multi-part message on the nutrition of infants in six Mexican communities, and that interviews with mothers in these and six other control communities were later conducted to evaluate the impact of the medicine shows. The merolico's nutrition message is described as containing, among other items, a recommendation for mothers to cleanse their breasts with camomile tea; the idea of a "magic meal" of beans and tortillas for infants aged 3 months and older; and the name and function of colostrum, the first breast secretion. Data are presented on the impact of these three items only. The results reported indicate that merolico's were able to change people's knowledge, attitudes, and behavior; that medicine showmen were effective in both rural and urban areas; and that the more educated also listened to and were influenced by the merolico's. It is recommended that medicine showmen be integrated into ongoing public health programs. A list of seven references and information about the authors of the report are attached. (ESR)

ED 225 596 IR 050 096

Wilde, Glenn R.

More Than the Laying On of Hands: Needed Services and Patron Expectations of Selected Rural Libraries in Intermountain Communities.

Pub Date—9 Jul 82

Note—11p.; Paper presented at the Annual Conference of the American Library Association (101st, Philadelphia, PA, July 9, 1982).

Pub Type—Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Education, Community Organizations, *Extension Education, Futures (of Society), *Information Centers, *Information Needs, Interstate Programs, *Libraries, Library Cooperation, *Library Networks, Library Services, Professional Development, *Rural Population, Surveys

Identifiers—United States (Intermountain West), User Needs

A rural library project of the Intermountain Group, a network of four land-grant universities, eight local communities, and the state libraries in Wyoming, Utah, Colorado, and Montana, developed a Community Interest Inventory and solicited information on professional information needs from identified community groups who were users or potential users of informational and educational/training services. It was found that 60 percent of the respondents had sought information; over 65 percent were participating in organized educational or training programs; and over 33 percent were forced to go outside their community to get needed information. Based on these results, proposals are made for the development of rural community learning and information centers with links to larger libraries. The commitment of the Intermountain Group to this new concept of library service for rural residents and some projections for the role of such centers in the future are noted. (ESR)

ED 225 597 IR 050 097

Non-Formal Education and the Handicapped in Developing Countries: A Selected, Annotated Bibliography. Annotated Bibliography #7.

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

Spons Agency—Agency for International Development (IDCA), Washington, DC.

Pub Date—82

Note—35p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Childhood Needs, Community Programs, *Developing Nations, *Disabilities, Disadvantaged Environment, Foreign Countries, Health Needs, Information Sources, International Programs, *Nonformal Education, Normalization (Handicapped), *Rehabilitation, *Special Education, *Vocational Education

Compiled from the resource collection of Michigan State University's Non-Formal Education Information Center, this bibliography presents approximately 50 international publications on topics ranging from the education, environment, vocational training, rehabilitation, and health of the disabled to strategies for preventing disabilities, as well as a listing of 26 individuals and organizations worldwide who are interested in non-formal education and the handicapped. Three important themes covered by the citations are noted as: (1) the development of relevant community-based training and rehabilitation programs that reflect local cultural and social contexts and promote the participation and integration of the handicapped in mainstream society; (2) the special needs of handicapped children, including the long-term personal and social benefits attained from receiving education, vocational training, and rehabilitation at an early age; and (3) the need for educating the non-handicapped to change stereotyped attitudes. Titles listed include discussions of many programs in Asia, Latin America, and Africa. Books, pamphlets, directories, reports, journals, newsletters, special issues, and articles are listed, and addresses are provided for individuals, organizations, and sources of cited publications. Annotations indicate the availability of the publications cited in languages other than English. A list of the staff of the Non-Formal Education Information Center from 1976 to 1982 concludes the publication. (Author/ESR)

ED 225 598 IR 050 098

Wood, Fiona

Online Bibliographic Retrieval Services in Various Australian Tertiary Institutions: Trends in the Scope and Nature of Online Searching and an Evaluation of Patron Satisfaction. ANU Library Occasional Paper Number 2.

Australian National Univ., Canberra.

Report No.—ISBN-0-7081-1023-1

Pub Date—Sep 81

Note—82p.

Available from—Australian National University Press, PO Box 4, Canberra, ACT, Australia 2600 (\$8.00, Australia, per copy).

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Fees, Foreign Countries, Higher Education, Information Retrieval, Library Surveys, *National Libraries, *Online Systems, Questionnaires, Records (Forms), *Reference Services, Tables (Data), *User Satisfaction (Information), Use Studies

Identifiers—Australia, *Australian National University, Library Statistics, User Needs

A 1981 investigation by the Australian National University (ANU) library of the scope and nature of online bibliographic retrieval services provided by the 19 Australian university libraries and 5 of the Australian central Institute of Technology libraries, and a further study carried out in 1980-81 to assess the satisfaction of patrons with online services offered by the ANU library are described in this 2-part report. Major areas examined in the library survey include the general management, organization and staffing of online services, charging schedules, equipment, facilities, systems accessed, and clientele. A description of the ANU library online service begins the report of the user study. Data collected on searches and user satisfaction by means of a search log, search request forms, and patron evaluation forms are presented in 26 tables, with

separate figures for searchers on Lockheed Dialog and searches on the biomedical files available from the Australian Commonwealth Department of Health. Appendices comprise a list of the institutions whose libraries were included in the 1981 study; 9 tables of data and 2 figures presenting results of the library survey; and a sample search request form, log sheet, and search appraisal form used in the second study. (Author/ESR)

ED 225 599 IR 050 099

Rosenberg, Jane
Publishers' Opinions about Book Paper. Report of a Survey for the Committee on Production Guidelines for Book Longevity.
Council on Library Resources, Inc., Washington, D.C.

Pub Date—Aug 82

Note—22p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Books, *Paper (Material), *Preservation, *Publishing Industry, Questionnaires, Tables (Data)

Identifiers—Acid Free Paper, University Presses

This paper presents the findings of a 1982 survey of members of the Association of American University Presses and other American book publishing firms with a net worth of \$500,000 or more. A low survey response rate of 25 percent is noted. Survey findings are reported as follows: (1) acid-free paper is used by 65 percent of respondents; (2) of university presses, 85 percent seriously consider preservation in production decisions, but only 39 percent of the other publishers do so; (3) only 25 percent of respondents use groundwood paper; (4) acid-free paper is considered less expensive than other paper by 57 percent of respondents; (5) a willingness to identify the use of acid-free paper in a statement on copyright pages is indicated by 61 percent of publishers; and (6) only 32 percent of respondents say that a report on book papers in the May 29, 1981, Publishers' Weekly influenced their thinking on acid-free paper or introduced the subject to them for the first time. Ten tables of data, four references, a summary of findings, lists of comments received, and a sample survey questionnaire and cover letter are provided. (Author/ESR)

ED 225 600 IR 050 147

Griffiths, Jose-Marie King, Donald W.
North Carolina Library Networking Feasibility Study.

King Research, Inc., Rockville, Md.

Spons Agency—North Carolina State Library, Raleigh.

Pub Date—Aug 82

Note—252p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Cataloging, Cost Effectiveness, Cost Estimates, Feasibility Studies, *Interlibrary Loans, Library Automation, *Library Circulation, Library Cooperation, *Library Networks, Library Services, *Library Technical Processes, Models, Online Systems, Statewide Planning, Telecommunications, Unit Costs

Identifiers—*North Carolina, OCLC, Southeastern Library Network

This report presents the results of a feasibility study of statewide multitype library networking in North Carolina. Potential network functions, products, services, sources, and costs are covered, but questions of network governance, management, and funding are not directly addressed. The report begins with background information and a description of computing and related communications technologies as used in libraries. Reasons for library network failure are discussed as well as the North Carolina library environment. A conceptual framework for North Carolina networking activities is outlined based on networking configurations known as zones of convenience (ZOC's). Also outlined are North Carolina library needs and networking alternatives using the Southeastern Library Network (SOLINET), OCLC, and/or other systems. An economic analysis of library alternatives for cataloging, interlibrary lending, and circulation and other technical processing functions is provided as well as a series of cost models with unit cost figures. These models can be used by individual libraries, groups of libraries, or centralized services to evaluate possible network activities. The report makes 14 recommendations on library networking and delineates implementation activities for the next 5 years. An

executive summary, a 20-item bibliography, and two appendices containing supplementary material are provided. (Author/ESR)

ED 225 601 IR 050 172

Konopasek, Katherine O'Brien, Nancy Patricia
A Survey of Journal Use Within the Undergraduate Library at the University of Illinois at Urbana-Champaign.

Pub Date—82

Note—86p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Libraries, Graduate Students, Higher Education, Library Surveys, *Periodicals, Questionnaires, Stealing, *Undergraduate Students

Identifiers—Library Statistics, Library Users, *Undergraduate Libraries, *University of Illinois Urbana Champaign, User Needs

A survey was conducted from mid-January to mid-April 1980 in order to evaluate patterns of use for individual titles within the periodical section of the Undergraduate Library (UGL) of the University of Illinois at Urbana-Champaign. Bound volume usage was measured by affixing self-adhesive markers to volume spines when reshelving, and later counting these markers. A total of 1,151 of the 7,281 bound volumes were marked. Considering the years 1950 to 1979, volumes from 1961 to 1979 satisfied 90.2 percent of user needs. Only 15 of the 45 titles held before 1950 were used. Current periodical usage was evaluated using a survey attached to all journal issues arriving in the library during the study period. A total of 517 surveys were retrieved from the 604 current issues received; 73 issues were lost. Undergraduate use of the periodicals was 75.2 percent; graduate use was 15.2 percent; and use by others was 9.6 percent. There were 3,187 uses by patrons, indicating an average of 6 uses per surveyed issue. The cost of conducting this survey was minimal. Appended to the survey report are a list of UGL journal holdings by title, and statistics of both bound volume and current issue usage for each title. Sample data collection and evaluation forms are also provided. (ESR)

ED 225 602 IR 050 222

Gordon, Ruth, Comp. Smink, Jay, Comp.

Databases and Clearinghouses: Information Resources for Education. Fifth Edition.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Grant—OB-NIE-G-81-0022

Note—119p.; For related document, see ED 184 534.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402 (1982/660-047/10).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Clearinghouses, *Databases, *Educational Resources, *Information Sources, Online Systems

Intended as a desk reference for persons involved in all aspects of education, this directory contains information on 56 online databases and 64 clearinghouses. The directory is divided into two main sections, each arranged alphabetically by name. Section one, "Databases," contains 1-page descriptions and sample records of 12 education databases and 3 multi-disciplinary databases pertinent to education. The information provided for each database includes major area(s), size, date established, update frequency, search aids, publications, types of source materials, document delivery, information contact, and commercial vendor(s). In addition, brief annotations are provided for 41 databases relevant to education. Section two, "Clearinghouses," contains profiles of education clearinghouses and clearinghouses concerned with education-related topics such as aging, child abuse, drug addiction, disabilities, grants, microcomputers, and women's sports. The profiles highlight services provided, publications, date established, principal clients, source materials, forms of information available, and information contact. An introduction, guides to interpreting the database and clearinghouse profiles, a list of references, a resource index, and a subject index complete the publication. (Author/ESR)

JC

ED 225 603

JC 820 448

Kintzer, Frederick C.

Two-Year College Handbooks and Manuals: Past, Present, Future.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Note—38p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, *Collective Bargaining, *College Faculty, Community Colleges, Counselors, *Faculty Handbooks, *Information Needs, Instructional Improvement, Language Styles, *Organizational Communication, School Publications, Two Year Colleges

Based upon a review of handbooks and manuals from 212 two-year colleges in 39 states, this paper examines directions currently evident in the purpose, content, style and format of these publications and offers recommendations for their improvement. After looking at the characteristics of junior/community college faculty handbooks in the 1960s, the paper discusses the effects of collective bargaining on the current use of handbooks as in-house communication organs and notes that they are frequently being replaced by policy manuals covering areas not yet encompassed by collective bargaining agreements. The paper's next sections offer suggestions for employing and improving college handbooks, citing exemplary practices from the handbooks reviewed. These suggestions include: (1) clarify relationships between handbooks and collective bargaining contracts or other regulatory sources to avoid confusion and legal complications; (2) offer expanded information on curriculum development, instructional improvement, institutional purpose, and staff development opportunities as part of the handbooks or as separate documents; (3) develop specialized handbooks for particular groups, such as counselors, instructional and service specialists, and administrators; (4) provide information on policies and regulations related to the often neglected topics of institutional research and articulation and transfer; and (5) maintain an informal and straightforward style. (DAB)

ED 225 604

JC 820 530

Clagett, Craig A.

Community College Retention Research.

Prince George's Community Coll., Largo, Md.

Pub Date—[82]

Note—55p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Persistence, *Community Colleges, Dropout Research, *Enrollment Trends, *High Risk Students, School Demography, *School Holding Power, *Student Attrition, Two Year Colleges, Two Year College Students, Withdrawal (Education)

Drawing from literature and research conducted at Prince George's Community College (PGCC), this report discusses student retention in community colleges in the U.S.; outlines retention indicators and strategies; and presents a summary of findings from PGCC's retention studies. After a brief overview of the challenge of student retention in the community colleges, the report assesses the weight of academic variables, college environment, financial factors, and motivational, demographic, and personality variables associated with student attrition. Next, the report summarizes findings from PGCC's studies of term-to-term retention, within-term attrition, and course pass rates. A series of student retention strategies developed at PGCC are then outlined, including the creation of a retention task force, the development of an orientation course for students, more control of student advisement services for probationary students, a retention workshop for faculty and administrators, and the provision of academic credit for developmental courses. Then, brief recommendations to help improve the prospects of student success in key courses are presented. Finally, recommendations are provided for facilitating student achievement through computer-assisted screening and advisement procedures. The bulk of the report consists of

data tables on student retention and pass and withdrawal rates at PGCC. (HB)

ED 225 605 JC 820 531
Gose, Frank J.

Simulating Revenue and Expenditure Limit Projections for a Community College in Arizona.
Pub Date—Oct 82

Note—34p.; Paper presented at a Joint Conference of the Rocky Mountain Association for Institutional Research and the Regional Society for College and University Planning (Tucson, AZ, October 27-29, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Planning, Community Colleges, *Educational Finance, *Expenditures, Finance Reform, Financial Policy, *Income, Simulation, Two Year Colleges

In 1980, the Constitution of the State of Arizona was amended to establish expenditure limits for a number of political entities, including community colleges. Limits were also established on revenue derived from local tax levies. Concern that limitations on revenue and expenditures could place real constraints on community college operations within 1 to 2 years led to the development of a computer model at Yavapai College to project changes in revenue and expenditure at the college over a 5-year period. The model, written in BASIC and run online in real-time, simulates possible changes based on major alterations in variables affecting revenue and expenditure limits, i.e., full-time student equivalents (FTSE's), the Implicit Price Deflator (IPD) of the Gross National Product, county assessed valuation and net growth, and other budgeted revenues. In six simulations, which assumed various changes in FTSE, county property valuations, and increases in the IPD, the college did not appear to be constrained by the expenditure limit. Two of three sensitivity simulations indicated that college expenditure could be constrained under varying conditions of the IPD or assessed valuations or a combination of both. Appendices include base figures for the simulation model and identification of variables; simulation data; and expenditure and revenue limit assumptions and projections for 1982-83 to 1986-87. (Author/HB)

ED 225 606 JC 820 535
Doty, Charles R. And Others

A Taxonomy of Functions of Dental X-Ray Technologists.

Pub Date—[82]
Note—22p.

Pub Type—Reports - Descriptive (141)—Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Classification, Community Colleges, Course Objectives, *Curriculum Development, *Dental Technicians, *Job Analysis, *Radiologic Technologists, Technical Education, Two Year Colleges

The taxonomy of the functions of dental x-ray technologists presented in this report resulted from a dental radiography curriculum development project undertaken at Middlesex County College (MCC) in 1981. After an introductory section citing arguments for creating taxonomies of objectives, the report explains the impetus for the curriculum development project in a New Jersey state law requiring the completion of a 40-hour course in dental radiography as a prerequisite to state licensure. The following section considers the development of the taxonomy, whereby the DACUM process, which relies upon experts employed on the job, was used to identify job requirements through job analysis. The complete taxonomy is then presented. The taxonomy consists of 11 major duties, each consisting of 2 or more tasks, and each task consisting of 2 or more steps. The major duties are practicing legal limitations for dental x-ray technologists; exposing various types of radiographs (i.e., paralleling, bisecting, intraoral occlusal, extraoral occlusal, panoramic, cephalometric, and lateral jaw radiographs); processing radiographs; completing patient records; and obtaining a state license. The paper concludes by explaining how the taxonomy has been translated into a curriculum guide which uses the duties to specify course goals, the tasks to specify unit goals, and the steps to specify lesson-level behavioral objectives. (DAB)

ED 225 607 JC 820 567

Koltai, Leslie

State of the District Address, 1982.

Los Angeles Community Coll. District, Calif.

Pub Date—3 Nov 82

Note—18p.

Pub Type—Reports - Descriptive (141)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Community Colleges, *Educational Change, Educational Finance, Educational Quality, *Financial Support, *Futures (of Society), Multicampus Districts, Program Development, Remedial Programs, Two Year Colleges

Identifiers—*Los Angeles Community Colleges CA
This address by the Chancellor of the Los Angeles Community College District (LACCD) discusses recent and long-term changes in the district's programs, educational quality, and financial standing, and suggests means for future improvements. First, the paper highlights the district's achievements in improving transfer education and developing new high technology training programs. The paper then examines changes in education over the past decade, citing societal influences and enrollment trends and placing special focus on the deficiencies in many students' writing and communication skills. Suggestions are then offered for improving remedial programs in response to these deficiencies. Next, the paper explains plans to establish a Commission for the Advancement of Teaching to, for example, assess faculty needs, establish principles for basic skills instruction, and promote computer literacy. After commenting on the future of community services in the LACCD, the paper considers district funding problems, strategies in developing the 1983-84 budget, and financial priorities. Finally, possible methods for dealing with financial stress are identified, including reevaluation of programs, improvement in productivity, increases in fund-raising activities, and the attraction of private donations; and the undesirability of the alternatives of employee retrenchment and fee increases is stressed. (DAB)

ED 225 608 JC 820 568
Reading Area Community College Community

Needs Assessment Telephone Survey.

Reading Area Community Coll., Pa.

Pub Date—Mar 81

Note—81p.; Sponsored by the Strengthening Developing Institutions Program.

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, Community Surveys, Educational Assessment, *Educational Attitudes, *Educational Needs, *Institutional Evaluation, Minority Groups, Needs Assessment, Two Year Colleges

A telephone survey was conducted in 1981 at Reading Area Community College (RACC) to determine the educational needs of the community, particularly those of prospective students and employers. More specifically, the study sought to determine how the Berks County community perceived the quality of education provided at RACC and to ascertain the educational needs of various subgroups classified by sex, age, ethnicity, occupation, income, and educational level. In order to obtain a representative sample of RACC's service population, random sampling techniques were modified by a search for specific ethnic and age groups. Interviews with 863 people revealed the following: (1) 59% of the respondents perceived RACC to be doing a satisfactory job or better; (2) 53% preferred evening classes; (3) 24% expected to change careers within 2 years; (4) 30% were interested in hobby and craft activities, and 23% showed interest in home skills and personal finance courses and career and financial aid counseling; (5) the major problems prohibiting attendance were family responsibilities, tuition costs, inconvenience of class hours, and lack of career guidance; and (6) the methods of learning most comfortable to people were lectures and on-the-job training. The study report provides a breakdown of responses and recommendations based on the subgroups. The survey instrument and Berks County demographic data are appended. (DAB)

ED 225 609 JC 830 001

Zitzewitz, Barbara And Others

Determining the Reasons Why Some Applicants Admitted to a Community College Do Not Begin Coursework.

Pub Date—Sep 82

Note—34p.

Pub Type—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Applicants, *College Attendance, Community Colleges, *Dropouts, *Educational Attitudes, *Enrollment Influences, Questionnaires, Surveys, Two Year Colleges
Identifiers—*Charles Stewart Mott Community College MI

A study was conducted at Charles Stewart Mott Community College (MCC) to determine why many persons admitted to the college never complete any courses, to identify aspects of the college environment which might be changed to retain some of these potential students, and to learn how to channel recruitment resources toward applicants who are more likely to register. Telephone interviews were conducted with a sample of 241 individuals out of the 754 who were admitted to MCC in 1981-82, but who did not register for courses, in order to ascertain: (1) the admissions and registration procedures completed by the respondents; (2) the reasons the respondents did not register for courses; (3) the courses or programs they had wished to study at MCC; (4) the reasons they applied to MCC; (5) the activities they pursued instead of attending the college; (6) the reasons they would or would not attend MCC in the future; and (7) suggested improvements in college services. The interviews revealed that when applying for admission, 36% of the respondents talked to a counselor and 32% took a placement test. Respondents failed to register for courses primarily because personal or family problems intervened, or because the classes they needed were full or cancelled. Although 16% said they would probably not want to attend MCC in the future, 51% indicated that they definitely would be interested and 33% said they might be. The study report includes suggestions for further research, the survey instrument, and a bibliography. (DAB)

ED 225 610 JC 830 008
The College-Level Academic Skills Project.

Florida State Dept. of Education, Tallahassee.

Pub Date—82

Note—22p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, *Achievement Tests, Community Colleges, *Degree Requirements, *Program Development, *Statewide Planning, Test Construction, Test Format, *Testing Programs, Test Results, Two Year Colleges
Identifiers—*Florida

This collection of reports, outlines, and instructions provides information on the development, content, and use of the College-Level Academic Skills Test (CLAST), an achievement test that measures the communication and computation skills of college students as mandated by Florida state legislation. First, a status report on the development of CLAST is presented, which: (1) identifies the skills assessed by the test; (2) describes the version of CLAST that will be administered in 1982-83; (3) outlines the projected use of CLAST scores in determining eligibility for the award of an associate in arts degree; (4) considers plans for the administration of the test; (5) explains the CLAST score reporting process; (6) traces the development of CLAST; (7) outlines statewide administrative responsibilities; and (8) considers future developments of CLAST. Next, the communication and mathematics skills to be tested by CLAST are outlined, in the areas of reading, listening, writing, speaking, and computation. A detailed plan is then presented for the October 23, 1982 administration of CLAST, which includes a description of the test format, a testing schedule, procedures for registering students, directions for administering the test, and enumeration of the individual student reports, statewide data reports, and institutional data reports to be generated. Appendices include a glossary of terms, a breakdown of test items, and a detailed testing schedule. (AYC)

ED 225 611 JC 830 010

Cargol, Owen F.

North Idaho College Long-Range Plan and Statement of Institutional Mission and Purpose.
North Idaho Coll., Coeur d'Alene.
Pub Date—18 Nov 82
Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Planning, Community Colleges, *Long Range Planning, Needs Assessment, *Organizational Objectives, Two Year Colleges
Based upon a planning project initiated at North Idaho College (NIC) in 1981 and approved by the Board of Trustees in 1982, this long-range plan states the mission of NIC and specifies goals and objectives to be attained in the next 3 years. First, introductory sections consider the qualities of a good long-range plan, address the responsibilities of college planners, examine the evolution of community colleges, and summarize the basic characteristics of successful college planning. The next section summarizes the results of a needs assessment of NIC constituents, including students, faculty, staff, and community members, which focused on their perceptions of NIC's current and future mission and purpose, organization and governance, curricula and programs, finances, facilities and equipment, staff, and student services. The next section states the mission of NIC and identifies its primary purposes with respect to the development of academic transfer, vocational, paraprofessional, terminal academic, and continued education students and to meeting community needs. Next, the plan identifies NIC's long-range goals in the areas of administration, instruction, continuing education, student services, community service, facilities and equipment, and finances, and details specific objectives for attaining the goals. Finally, appendices present growth projections, an organizational chart, and a list of associate of arts degree general education requirements. (DAB)

ED 225 612 JC 830 026

MacMillan, Thomas F.

The Statewide Longitudinal Study: An Overview of Perspectives and Policy Recommendations.
Pub Date—Dec 82

Note—24p.; For related documents, see ED 220 120-129.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, Counseling Services, Educational Finance, *Longitudinal Studies, *Policy Formation, Research Utilization, *State Surveys, Statewide Planning, Student Characteristics, Student Personnel Services, Transfer Programs, Two Year Colleges, *Two Year College Students, Vocational Education
Identifiers—*California, *Statewide Longitudinal Study CA

Highlights are presented from 10 critical papers prepared by a panel of experts to describe the relevance of the Statewide Longitudinal Study (SLS) of California community college (CCC) students to each panelist's area of expertise, to identify policy issues or considerations related to SLS data, and to prepare recommendations. The paper begins by providing background on the SLS, the composition and objectives of the panel, and the relationship between the panel's recommendations and the policy commitments of the CCC's. Next, the papers' highlights are discussed in five major areas. First, the mission of the CCC's is addressed in terms of accreditation, evaluation, and accountability. Second, the paper considers the transfer function of the CCC's in relation to articulation with secondary and postsecondary institutions, minority student participation, student goal uncertainty, and changing ways of performing the transfer function. Third, the vocational education function of the CCC's is reviewed in terms of influential social forces, areas for improvement, and the utility of SLS student prototypes. Fourth, the paper examines counseling and supportive service functions with respect to student use of and satisfaction with these services, needs for further research, implications for admissions and records, and funding considerations. Fifth, the fiscal implications of the SLS are examined. Each section concludes with a summary of the major recommendations of the panelists. (DAB)

ED 225 613 JC 830 029

Cruz, Ramon

A Minority Student Data Bank and More: The Ultimate College Identification and Tracking System.
California Univ., Los Angeles. Univ. Extension.
Pub Date—Dec 82

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Bound Students, *Computer Oriented Programs, Cooperative Programs, Databases, Educationally Disadvantaged, *Followup Studies, *Information Systems, Minority Groups, Student Placement, Student Recruitment
Identifiers—*Identification Placement Tracking System

The computerized Identification-Placement-Tracking-System (IPTS) was developed at the University of California, Los Angeles, Educational Opportunity Center (EOC) as a remedy to problems in interschool coordination. As the IPTS currently functions, the EOC students select up to three colleges of interest for future matriculation. The schools are then sent a Placement School Report identifying students who intend to enroll during a specified year. The colleges then verify enrollment and report on the current status of the student. Direct institutional tracking is less costly and more accurate and auditable than traditional follow-up methods and has a number of potential benefits and applications. These include: (1) making recruitment less expensive and less duplicative; (2) informing pre-college students of whether they are meeting college prerequisites; (3) providing an inexpensive national database for supporting intersegmental and interprogrammatic efforts; (4) serving as an option to national testing services; (5) being sensitive to the needs of disadvantaged and minority students; (6) and furnishing data for research studies. Although IPTS has already established its direction, improvements such as increasing computer resources, extending cost-sharing relationships with schools, initiating marketing programs for new IPTS participants, and establishing cooperative linkages would help the system reach its full potential. (DAB)

ED 225 614 JC 830 030

Kozlitz, George A.

Equity Allocation Model for Multi-Campus Districts and/or Large Divisions.
Ventura County Community Coll. District, Calif.
Pub Date—[82]

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, Community Colleges, *Educational Equity (Finance), Financial Needs, *Mathematical Models, Multicampus Districts, Operating Expenses, *Resource Allocation, Two Year Colleges

The equity allocation model for multi-campus districts and/or large divisions is an attempt to rationally allocate expenditure appropriations among campuses or other college units. Typically, the program budget for a school district shows the budget in three dimensions: expenditure object (e.g., salaries, supplies, and contract services); program (e.g., administration, instruction, and library); and location (e.g., individual campuses and facilities). Using the equity allocation model, a study group comprised of members of the college and community, first determines the key factors, such as average daily attendance, high program costs, and accreditation requirements, that affect the need for a specific resource or expenditure object. Then, each of the factors is weighted by individual study group members and the percentage weight of each factor for each expenditure object is averaged. Next, the specific allocation units for each campus or facility are determined and then converted into dollar amounts. Finally, each campus or unit receives a total allocation representing the sum total of all expenditure object allocations. The model description contains diagrams, tables, definitions, and examples to explain and illustrate the operation of the model. (HB)

ED 225 615 JC 830 031

Peterson, Tim

Part-Time Faculty Compensation and Staff Development in Three Kansas City Area Community Colleges.
Pub Date—[Dec 82]

Note—24p.; Graduate seminar paper, University of Missouri, Kansas City.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Employment Practices, *Faculty Development, Institutional Characteristics, *Part Time Faculty, Personnel Policy, *Teacher Salaries, Two Year Colleges
Identifiers—Johnson County Community College KS, Kansas City Kansas Community College, Penn Valley Community College MO

A study was conducted to examine compensation packages and staff development provisions at Johnson County Community College (JCCC), Kansas City Kansas Community College (KCKCC), and Penn Valley Community College (PVCC). Interviews were conducted at each school with the administrators responsible for compensation and staff development and were supplemented by an examination of adjunct faculty handbooks, contracts, policy statements, and salary schedules. The study indicated that: (1) within the past 5 years, the number of adjunct faculty had increased 69% at JCCC (to 59% of the total faculty), 31% at KCKCC (to 58% of the total), and 30% at PVCC (to 39% of the total); (2) adjunct faculty had served an average of 6 semesters at JCCC, 2 semesters at KCKCC, and 4.5 semesters at PVCC; (3) compensation for full-time faculty members was two to three times higher than for part-time faculty; and (4) staff development provisions for part-time faculty at the colleges were limited, with only KCKCC having a well-defined and ongoing program. The study confirmed the conclusions drawn from the literature that part-time faculty are underpaid and neglected in terms of staff development. The study report includes a literature review, copies of adjunct faculty contracts or letters of assignment, tables showing compensation packages and staff development programs, and a bibliography. (HB)

ED 225 616 JC 830 032

LaCalle, James F. And Others

Continuing Education Survey, Fall 1981.
Harford Community Coll., Bel Air, Md.
Pub Date—Sep 82

Note—52p.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Continuing Education, Course Evaluation, Noncredit Courses, *Participant Satisfaction, Questionnaires, School Surveys, *Student Characteristics, Two Year Colleges, *Two Year College Students

In fall 1981, all students attending a continuing education course at Harford Community College (HCC) were asked to complete a survey instrument designed to collect information on student demographics, reasons for attendance, tuition payment, sources of information about the non-credit courses, registration and commuting patterns, satisfaction with the college and its programs, and suggestions for additional course offerings. Study findings, based on responses from 1,395 students, included the following: (1) 62% of the students were female, 90% were white and 7% black, 54% were married, 46% were employed full-time, and their average age was 37 years; (2) 35% of the respondents were taking continuing education classes for personal interest or self-enrichment; (3) 54% indicated that the course they were taking was directly or somewhat related to their career; (4) 21% of the respondents were enrolled in business courses, 20% in industrial arts courses, 16% in home economics courses, and 11% in health care courses; (5) 48% of the respondents were satisfied with the course location, 49% with instructional costs, 61% with course quality, and 49% with the course overall; and (6) respondents recommended additional courses in health care, data processing, mechanical areas, and engineering. The survey includes an analysis of the responses of different population sub-groups, as well as the survey instrument and tables comparing results for sub-groups. (HB)

ED 225 617 JC 830 033

Course Registration Report. University of Hawaii, Community Colleges, Fall 1982.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.

Report No.—MIF-9

Pub Date—Dec 82

Note—57p.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Size, *College Programs, *Community Colleges, *Courses, *Enrollment, *Enrollment Trends, Full Time Equivalency, General Education, School Statistics, State Surveys, Student Teacher Ratio, Two Year Colleges, *Two Year College Students, Vocational Education

Identifiers—Hawaii

Fall 1982 course registration data in regular credit programs are provided for six Hawaii community colleges (i.e., Honolulu, Kapiolani, Kauai, Leeward, Maui, and Windward). Following introductory material highlighting findings, tables provide data for 1978 through 1982 on course registration by campus; average class size by program and campus; and the number of classes with fewer than 10 students by campus. Next, tables present a course registration summary by program for 1982; the number of classes and average class size by program for 1978-1982; and student semester hours (SSH) and course full-time equivalent (FTE) enrollment by program for 1978-1982. Finally, information is provided for each college on registration by program; number of classes and average class size; SSH's and course FTE; and classes with less than 10 students. Highlighted findings include the following: (1) an increase in all course registration measures (e.g., courses, classes, student and instructor contact hours, and course FTE) to their highest level in 5 years; (2) less substantial increases in course registration measures than in overall student enrollment; (3) comparable increases in the number of general education and vocational education courses (3% each); (4) maintenance of the average class size for the system as a whole at 24 students; and (5) a decrease in the number and proportion of small classes. (HB)

ED 225 618

JC 830 034

Sullins, John P.

General Education: The Changing Environment at Santa Fe.

Pub Date—[82]

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Curriculum Development, *Educational Change, *General Education, Integrated Curriculum, Interdisciplinary Approach, Student Placement, Two Year Colleges

Identifiers—Santa Fe Community College FL

Established in 1966, in an era of educational creativity, Santa Fe Community College (SFCC) has consistently fostered innovation in instruction and programming and a student-centered approach to education. In 1976, in recognition of a need for change fostered by a switch in academic calendars, loss of veterans enrollment, reduced state funding, and increased demands for accountability, SFCC initiated a project to review and revise its general education curriculum. While the Division of Arts and Sciences had primary responsibility for the revision, other project committees represented the interests of disciplinary and interdisciplinary faculty, administration, and students. A new general education curriculum was implemented in 1979 around three major components: (1) advanced learning skills, i.e., English and mathematics courses identified as the stepping stones to future student success; (2) subject skills distribution, i.e., prescribed courses in science, social science, and the humanities; and (3) key courses for learning integration across disciplines of study. These components were expected to establish a college-wide environment conducive to learner success through academic excellence and to develop skills supportive of lifelong learning. Developed concurrently with the new general education program was a revised system for student advisement and placement. To evaluate the impact of the new general education requirements, a computerized system was developed to monitor students' transfer success. (DAB)

ED 225 619

JC 830 035

Zimmerman, Woodford W.

Faculty Morale Study (1981). The Ohio State University at Lima Self-Study Report No. 1. Institutional Research Series 1981.

Ohio State Univ. Lima Campus. Office of Institutional Research.

Pub Date—26 Mar 81

Note—41p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Environment, *College Faculty, *Faculty College Relationship, Multicampus Colleges, Questionnaires, School Surveys, Teacher Attitudes, *Teacher Morale, Two Year Colleges

In 1971, 1975, and 1981, studies of faculty morale were conducted at the Ohio State University at Lima (OSU Lima). Faculty members were asked to assess their morale in relation to their college position; to evaluate campus conditions related to remuneration and benefits, teaching and research, relations with the central OSU campus, facilities and services, and miscellaneous factors; and to identify the most and least important contributors to faculty morale. Based on responses from 35 of 41 faculty members surveyed, the 1981 study revealed that: (1) 97% of the respondents indicated that their general morale was average, high, or very high; (2) salary was considered the major fiscal consideration related to morale and was viewed as "somewhat favorable" by 54% of the respondents; (3) campus setting, colleagues' competence, and instructional independence were viewed most favorably by the respondents, while opportunities for outside employment, cultural opportunities, and climate and location were viewed least favorably; (4) the factors identified as being most important in relation to morale were salary, instructional independence, and student motivation, while the least important factors were viewed as opportunities for outside employment and student assistance; and (5) 70% of the respondents were optimistic or very optimistic about their future at OSU Lima. The study report includes comparisons with the earlier studies and the 1981 survey instrument. (HB)

ED 225 620

JC 830 036

Zimmerman, Woodford W.

A Study of Faculty Perception of the Implementation of the Articulated Faculty Concept. Self-Study Report No. 3. Institutional Research Series 1981.

Ohio State Univ. Lima Campus. Office of Institutional Research.

Pub Date—6 May 81

Note—31p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Organization, *College Faculty, Departments, Interprofessional Relationship, Multicampus Colleges, Personnel Management, *Personnel Policy, Postsecondary Education, Professional Recognition, *Rewards, State Universities, *Teacher Attitudes, Two Year Colleges

Identifiers—*Articulated Faculty Concept

In 1975 and 1981, surveys were conducted at the Lima regional campus of Ohio State University (OSU) to determine the perceptions of tenured and nontenured faculty with regard to the articulated faculty concept, whereby regional campus instructors are fully affiliated with academic departments at the OSU central campus. Faculty were asked to indicate: (1) the level of their understanding of the concept; (2) the extent to which certain benefits were associated with the articulated faculty concept (i.e., prestige; salary benefits; professional interaction with central campus staff; professional contacts at state and national levels; encouragement and support in teaching, research/creative work, and professional service; assistance in securing materials; and future professional mobility); (3) the importance of each benefit; and (4) the ideal and existing weights given to teaching, research, and service in the promotion and tenure process. Responses from 22 tenured and 15 nontenured faculty to the 1981 survey revealed a high degree of understanding of the articulated faculty concept. Prestige, encouragement and support in research and creative work, professional interaction with departmental colleagues, and national-level professional contacts were strongly associated with the concept. Tenured and nontenured groups felt that the relative weights of teaching, research, and service should be altered in the promotion and tenure process. Comparisons with 1975 findings and the questionnaire are included. (AYC)

ED 225 621

JC 830 037

Zimmerman, Woodford W.

A Study of the Academic Success of Students Changing from a Regional Campus to the Central Campus of the Ohio State University. Self-Study Report No. 6. Institutional Research Series 1981.

Ohio State Univ. Lima Campus. Office of Institutional Research.

Pub Date—Sep 81

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *College Transfer Students, Enrollment Trends, *Grade Point Average, Multicampus Colleges, Postsecondary Education, Scores, State Universities, *Student Attrition, Two Year Colleges

The phenomenon of transfer shock has been cited in the literature to refer to students' tendency to receive lower course grades at the four-year institution than at the two-year college, especially in the first and second terms of residency. Records of 331 former Ohio State University, Lima (OSU Lima) students were analyzed to determine the presence or absence of academic transfer shock following a change of enrollment from the two-year regional campus to the central campus of the University (OSU Columbus). Autumn quarter matriculants of 1974, 1976, and 1978 were selected for the study, and findings regarding their academic persistence, American College Testing program (ACT) scores, and grade point averages (GPAs) were compared with findings from similar studies conducted in 1968 and 1972. The study revealed that a higher percentage of students changing to the OSU Columbus re-enrolled for a second quarter than had been the case earlier—a 24% attrition rate was observed in 1972, compared to an 8% attrition rate in 1981. Students' ACT scores appeared to be related to the presence of grade depression upon change of campus, as well as to students' tendency to change to and continue at the central campus. Additionally, the study revealed that grade depression was significant only for the group of 1974 matriculants, whose overall GPA decreased from 2.94 at OSU Lima to 2.78 at OSU Columbus. (Author/AYC)

ED 225 622

JC 830 044

Cornelius, Erwin C.

Integrating an Interdisciplinary Social Science Course, "Introduction to International Studies," with a College Accredited Foreign Study Program. A Practical Ten-Step Policy Guide for the Community College Social Science Curriculum. McHenry County Coll., Crystal Lake, IL.

Pub Date—[82]

Note—19p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Role, *Community Colleges, Consortia, *Faculty Development, Foreign Countries, *International Programs, *Multicultural Education, Program Development, *Study Abroad, Two Year Colleges

Using current programs and cooperative efforts as examples, this paper focuses on the emerging role of two-year institutions in various facets of international education. First, the paper reviews events over the past 10 years that are reflective of changes in community college attitudes toward international education, the benefits derived from internationalizing the curriculum, and consortium-based efforts to implement international education programs. Next, a 10-step process is suggested for social science faculty interested in setting up an international program, recommending: (1) contact a community college organization that specializes in off-campus study programs; (2) appoint a faculty member to coordinate activities; (3) offer a course in international studies; (4) recruit students and faculty for the program; (5) hold seminars to stress the importance of international education; (6) study the societies to be visited; (7) emphasize the availability of credit for the program; (8) develop course materials; (9) hold pre-departure seminars for participants; and (10) evaluate the program. Then, the itinerary for McHenry Community College's (Illinois) 3-week travel program to Europe is presented. Next, Brevard Community College's (Florida) world studies program for faculty and Inter-Kultur Off-Campus Studies' programs to promote discussion of programs and problems among community college faculty from different countries are described. Finally, arguments are presented for the continued

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internationalization of the community college. (HB)

ED 225 623 JC 830 046

Watkins, Karen, Ed.

Innovation Abstracts, Volume IV, Numbers 1-36. Texas Univ., Austin. National Inst. for Staff and Organizational Development.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.

Report No.—ISSN-0199-106X

Pub Date—82

Note—74p.

Journal Cit.—Innovation Abstracts; v4 n1-36 1982
Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Faculty, College Instruction, Community Colleges, Competency Based Education, *Educational Innovation, *Instructional Improvement, *Instructional Innovation, Teacher Effectiveness, Teacher Role, *Teaching Methods, Two Year Colleges

Brief, two-page abstracts are provided on 36 educational topics of interest to community college faculty, administrators, and staff. The topics covered are: (1) a student retention technique; (2) educational productivity and quality; (3) competency-based adult education; (4) part-time faculty; (5) Beaver College's (Pennsylvania) writing across the curriculum program; (6) improving reading comprehension of technical materials; (7) common failings of academics; (8) student evaluations of teaching; (9) faculty treatment of women students; (10) understanding discipline-specific vocabulary; (11) lecturing techniques; (12) motivating students; (13) the future of community colleges; (14) education-industry cooperation; (15) competence-based education; (16) encouraging student development; (17) the Communication Competency Assessment Instrument; (18) the small group instructional diagnosis method; (19) promoting critical thinking; (20) using research to improve instructional programs; (21) assessing sex equity; (22) determining course content; (23) the National Institute for Staff and Organizational Development; (24) technological relevance in curricula; (25) course assignments; (26) educational equality and excellence; (27) redefining educational missions; (28) implementing educational innovations; (29) retraining the unemployed; (30) teacher burnout; (31) adult learners; (32) new scientific theories; (33) preparing women for employment; (34) teaching decision making; (35) alienating students; and (36) family heritage exercises. (DAB)

ED 225 624 JC 830 047

Miller, Carson K.

Success Comparison of High-Risk Students in

Two-Year College Transfer Curricula.

Stark Technical Coll., Canton, Ohio.

Pub Date—Oct 82

Note—100p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Academic Persistence, Community Colleges, *Developmental Studies Programs, Followup Studies, *High Risk Students, *Program Effectiveness, Student Characteristics, Two Year Colleges, *Two Year College Students

A study was conducted at Stark Technical College (STC) to determine whether high risk students who participated in STC's developmental program experienced a higher degree of academic success than similar high risk students who did not participate in the program. High risk students entering STC in fall 1980 were identified on the basis of composite scores on mathematics, reading, and English tests and a survey of study habits and attitudes. The records of 284 of these students were studied over a 2-year period, revealing that the 82 students who entered the developmental program as recommended achieved higher rates of academic success as judged by grade point average, credit hours attempted and completed, and academic persistence than the 202 high risk students who enrolled directly in regular academic programs. The study found no significant differences in the success rates of these two groups based on course areas, sex, age, or high school attended. The study report includes a review of the literature on open admissions and high risk students, a statement of the operational hypotheses and assumptions of the study, statistical tests of the hypotheses, a discussion of the implica-

tions of the findings, and recommendations for further research. An extensive bibliography is provided. (HB)

ED 225 625 JC 830 049

Milligan, Frank G.

Corporate Solicitation—SUNY Style: A Two-Year

Urban Campus' Approach to Corporate Giving.

Pub Date—9 Nov 82

Note—13p.; Paper presented at the State University of New York's (SUNY's) Conference "A Perspective on Corporate Giving" (Corning, NY, November 9, 1982).

Pub Type—Reports - Descriptive (141) — Opinion

Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Community Colleges, Educational Finance, *Fund Raising, Philanthropic Foundations, *Private Financial Support, *School Business Relationship, Two Year Colleges, Urban Schools

Identifiers—*Monroe Community College NY

Monroe Community College (MCC) is located in a county with over one million residents, where over 40% of the workforce is employed in manufacturing and where a number of major corporations are engaged in high technology production. Strong links existing between MCC and local industry are illustrated by the degree programs offered in high technology areas and the courses tailored to the needs of local businesses. In recent years, the college has actively sought financial support from local corporations to offset cutbacks in other funding sources. MCC's approach to soliciting corporate support has included: (1) a high-level administrative commitment to seeking corporate funds; (2) the appointment of individuals with responsibility for soliciting funds; (3) the establishment of a foundation for obtaining and distributing funds; (4) the matching of demonstrable college needs to the self-interests of corporations; and (5) the development of contacts between company executives and board of trustee members, the college president, senior administrators, and faculty. Most of MCC's efforts have involved the solicitation of funds for a specific purpose, such as special programs, equipment items, training activities, financial aid for students, or physical space for a program or course. Although much of the fund-raising work in the past has arisen from spontaneous contacts, MCC is now engaged in the planned solicitation of corporate funds. (HB)

ED 225 626 JC 830 050

Rosberg, William H. Nash, Richard, II

An Examination of the Use of Students in Paraprofessional Capacities at Kirkwood Community College.

Kirkwood Community Coll., Cedar Rapids, Iowa.

Pub Date—31 Jan 83

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Costs, Employment Practices, *Employment Problems, Financial Support, *Paraprofessional Personnel, *Student Employment, Two Year Colleges, *Two Year College Students, Work Study Programs

At Kirkwood Community College (KCC), student paraprofessionals are used in a variety of ways. They are employed in the Learning Resources Center; in the production of graphic materials; in microwave, instructional fixed service, and cable broadcasting; in dial-access videotape distribution; and in television control rooms. In addition, KCC engages students in clerical and secretarial positions; in laboratory settings and hands-on technical courses; in direction instruction, as well as tutorial and peer counseling roles; and in instructional support capacities. While student help provides a viable alternative to the use of full-time professional staff in many academic situations, several problems exist. First, most student employment is financed by federal work study programs. While costing the institution less, this arrangement does not guarantee the availability of the best qualified students. Second, an economic disincentive is built into the use of student help, often resulting in long-term budget cuts that cannot be easily restored. Third, student roles must often be absorbed by full-time staff in times of economic stress. A final problem is the expense involved in training and supervising students in short-term positions. Some of these problems can be alleviated by including funds for training in budgets, allocating monies to hire students who are ineligible for work study, and increasing the availability of training and information for student employees.

(Author/AYC)

ED 225 627 JC 830 053

Gudan, Sirkka

The Nelson-Denny Reading Test as a Predictor of Academic Success in Selected Classes in a Specific Community College.

Schoolcraft Coll., Livonia, Mich.

Pub Date—Jan 83

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Correlation, *Grades (Scholastic), *Predictive Measurement, *Predictive Validity, *Reading Achievement, *Reading Tests, Two Year Colleges, Two Year College Students

Identifiers—*Nelson Denny Reading Tests

A review of the literature indicates that the Nelson-Denny Reading Test (NDRT) may be a viable instrument for screening students and predicting their academic success in particular circumstances. In 1981, a study was conducted at Schoolcraft College to determine the extent of the relationship between the reading abilities of entering students and their grades in specific classes. Approximately 1,200 newly-admitted freshmen students were admitted in the summer of 1981 and were administered the NDRT as part of an established orientation program. Those students who took the reading test, actually registered, and received final grades in selected introductory courses were selected for the study. A correlation scattergram showing reading scores and class grades in Basic Biology, General Biology, Introduction to Business, Basic English, English Composition and Survey of American Government indicated a small positive linear relationship between reading score and class grade. The correlation of reading abilities with the business, English, and political science course grades was statistically significant at the .01 level using the Pearson product correlation, while neither biology course showed strong relationships between reading level and course grade. While the study suggests the possibility of using the NDRT score as a predictive instrument, it should not be the sole criterion for determining likely student success. (AYC)

ED 225 628 JC 830 054

Stumph, W. J.

In-House vs. Franchise College Food Services and

Bookstores.

Reading Area Community Coll., Pa.

Pub Date—[82]

Note—7p.; Paper presented at the Conference of the Association of School Business Officials (Atlanta, GA, November 2-6, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ancillary School Services, *Business Administration, Colleges, *College Stores, *Contracts, Facilities, *Food Service, Postsecondary Education, School Business Officials

Identifiers—*Franchising

In determining whether colleges or universities should operate their own food services or bookstores or lease them to contract operators, school business officers should consider a number of factors. These include whether sales volume is sufficiently large to cover direct operating costs and overhead; inventory investment; appearance, service, and business volume; burden on accounting department of orders, credits, and payments; the ability to use or install proper retail accounting methods; and the institutional attention and priority given to the operation of these auxiliary services. While self-operation provides opportunities for overall direction and shifts in emphasis, to earn substantial returns, to finance additional facilities, and to demonstrate management ability, such operations must be sufficiently large and have sufficient business expertise to take advantage of these opportunities. Contractors, on the other hand, provide the school business officer with: (1) professional management; (2) a predictable return; (3) freedom from day-to-day problems and pitfalls; (4) cash flow rather than inventory investment; and (5) escape from accounting, personnel, and management burdens. In addition, contractors enjoy certain advantages over self-operators, including the ability to take advantage of quantity buying; to take risks on impulse merchandise; to take advantage of new trends in merchandising and administration; and freedom from public sector personnel policies governing terminations, wages, and holidays. (AYC)

ED 225 629

JC 830 055

Walker, Sandra S.

The Current Status of Word Processing in Illinois**and Its Implications for Postsecondary Training.**

Pub Date—Dec 80

Note—108p.; Graduate seminar paper, Western Illinois University.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Colleges, *Curriculum Development, Educational Needs, *Electronic Equipment, Employer Attitudes, Job Training, *Office Occupations, *Office Occupations Education, Questionnaires, State Surveys, Textbook Evaluation, Two Year Colleges, *Word Processing

Identifiers—Illinois

In 1980, a study was conducted to determine the current status of word processing (WP) in Illinois in order to suggest ways to improve curricula in Illinois postsecondary schools. The study involved: (1) soliciting and evaluating WP textbooks and course materials from 9 textbook publishers; (2) requesting information from 14 WP manufacturers and distributors regarding types of equipment suitable for classroom use, costs, and service; (3) surveying 76 firms employing Robert Morris College's (RMC's) secretarial certificate program graduates to request information on the company, its WP equipment, and its WP training programs and current and projected training needs; and (4) surveying business instructors at 89 postsecondary institutions in Illinois to gather information about equipment, programs, attitudes, and objectives related to WP training. Study findings, based on usable responses from 41 employers and 38 schools, included the following: 63.4% of the firms used WP equipment and 65.3% preferred that employees have previous WP training; 77% of the firms anticipated an expansion of the WP industry during the next 5 years; 68.4% of the schools indicated that they offered some WP training and 60.5% used WP equipment; and only 42% of the schools planned to update their present WP curriculum. The study report includes a synthesis of the materials solicited from WP manufacturers, a review of WP texts and instructional materials, and the survey instruments. (Author/DAB)

ED 225 630

JC 830 056

California Community Colleges Fiscal Data Abstract, 1980-81.

California Community Colleges, Sacramento. Board of Governors.

Pub Date—Feb 82

Note—42p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Average Daily Attendance, Budgets, College Credits, *Community Colleges, Day Students, *Educational Finance, *Enrollment, Expenditures, Females, *Financial Support, Income, Program Costs, *School District Spending, State Aid, State Surveys, Two Year Colleges, Two Year College Students

Identifiers—*California

Designed to consolidate the most requested data on California community college districts in a cohesive simplified format, this report provides selected statistics on the number of students, units of average daily attendance (ADA), and finances in the 70 districts. Part 1 provides fall 1981 headcount enrollment data by district on day, full-time, credit, and female students. Part 2 presents tables showing student workload in credit and noncredit ADA for fiscal year (FY) 1980-81 and providing figures on state-supported student workload. Part 3 offers data on assessed valuation, property tax revenues, and tax rates for FY 1980-81, while parts 4 and 5 contain summaries of general fund transactions and income for FY 1980-81 and budgeted transactions and income for FY 1981-82. In part 6, general fund expenditures are presented by object and aggregated activities, and summaries are provided for general fund expenditures and nonexpenditure disbursements occurring in FY 1980-81 and budgeted for FY 1981-82. Part 7 deals with the current expense of education for FY 1980-81 and budgeted for FY 1981-82. Finally, part 8 presents six tables showing general fund expenditures by instructional and support activity codes. (AYC)

ED 225 631

JC 830 060

McCartney, K. Ann. And Others

Modules in Death Education.

Shoreline Community Coll., Seattle, Wash.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—[83]

Note—98p.

Available from—Film Rental Library, Shoreline Community College Media Center, 16101 Greenwood Ave., N., Seattle, WA 98133 (Modules and videotapes available).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Counselor Training, *Death, *Grief, Helping Relationship, *Learning Activities, Learning Modules, Postsecondary Education, Self Help Programs, *Sociocultural Patterns

Designed for use with accompanying videotapes as single presentations or as a series for professionals or laypeople, or as supplementary modules in academic courses in psychology, marriage and family, health occupations, etc., these four learning modules focus on common phases of dying and grief as part of the normal cycle of living. The modules cover: (1) "The Dying Process: The Dying Person"; (2) "The Dying Process: Relating to the Dying Person"; (3) "Dealing with Loss: Grief as a Universal Experience"; and (4) "The Importance of Rituals: The Celebration of Death." Each of the modules states learning objectives; provides an outline of the videotape's content with instructions for its use in the classroom; contains an instructor's guide; suggests learning activities and discussion topics; and provides written materials for handouts. The modules also include annotated bibliographies of useful books, literary works, films and filmstrips, and an evaluation form. (AYC)

ED 225 632

JC 830 062

Dennison, John D. And Others

Degree Completion at British Columbia's Universities.

Pub Date—Jan 82

Note—31p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Academic Persistence, Bachelors Degrees, Cohort Analysis, *College Students, *College Transfer Students, Community Colleges, Comparative Analysis, Enrollment Trends, Females, *Graduation, Higher Education, Males, Universities

Identifiers—*University of British Columbia (Canada), *University of Victoria BC

A study was conducted at the University of British Columbia (UBC) and the University of Victoria (UV) to assess the academic performance of community college and technical institute transfer students in terms of baccalaureate degree attainment, time taken to complete the degree, rate of withdrawal, and final academic standing at the time the degree was awarded. The study involved all students enrolling between 1973 and 1978 at UV (N=15,303) or UBC (N=37,564) either as direct entry students (i.e., those enrolling directly from secondary school) or college transfer students. A subgroup of continuing direct entry students (i.e., those who had successfully completed their first year at the universities) were identified for purposes of comparison with the college transfer students. Study findings included the following: (1) at UBC, the percentage of transfers ranged between 20% and 25% of the total college population between 1973 and 1979; while at UV, the range was between 15% and 20%; (2) at UBC, direct entry students' withdrawal rates during their first year of attendance ranged between 21% and 29.8% during the study period; while at UV, comparable figures ranged from 32.6% to 46.6%; and (3) at UBC, the graduation and persistence rates for continuing direct entry students were consistently higher than for the transfer students; while at UV, the differences between college transfer and continuing direct entry students varied by cohort. (AYC)

ED 225 633

JC 830 065

Smith, Al. Ed.

Evaluating Faculty and Staff. New Directions for**Community Colleges, Number 41.**

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Report No.—ISBN-87589-939-0

Pub Date—Mar 83

Contract—400-78-0038

Note—123p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 (\$7.95).

Journal Cit—New Directions for Community Colleges; v11 n1 Mar 1983

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrator Evaluation, *College Faculty, *Community Colleges, Evaluation Criteria, *Evaluation Methods, Faculty Development, *Faculty Evaluation, Full Time Faculty, Part Time Faculty, Student Evaluation of Teacher Performance, Two Year Colleges

The articles in this collection focus on processes for evaluating community college faculty and staff and highlight successful and unsuccessful evaluation practices. The collection includes: (1) "A Conceptual Framework for Staff Evaluation," by Al Smith; (2) "Evaluation of Full-Time Faculty," by Lawrence H. Poole and Donald A. Dellow; (3) "Evaluation of Part-Time Faculty," by Richard L. Behrendt and Michael H. Parsons; (4) "Evaluation of College Administrators," by James L. Wattenbarger; (5) "Concerns about Using Student Ratings in Community Colleges," by William E. Cashin; (6) "Staff Selection and Certification Issues," by Myron R. Blee; (7) "Faculty Development: A Necessary Corollary to Faculty Evaluation," by James Hammons; (8) "Establishing Successful Faculty Evaluation and Development Programs," by Raoul A. Arreola; (9) "Evaluating, Developing, and Promoting Community College Staff," by Frank Adams; (10) Al Smith's concluding comments in which he reviews legal considerations of staff evaluation and offers predictions for the future; and (11) "Sources and Information: Faculty and Administrator Evaluation," by Jim Palmer, which reviews relevant ERIC documents. (AYC)

ED 225 634

JC 830 066

Beiner, Stephen. Comman'ay, Sue

Overcoming the Disincentives to Study Abroad.**The RCC Israel Program: A Model.**

Rockland Community Coll., Suffern, N.Y.

Pub Date—81

Note—15p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Educational Benefits, Foreign Countries, *Influences, Intercollegiate Cooperation, Program Descriptions, *Student Participation, *Study Abroad, Two Year Colleges

Identifiers—*Israel

While there is general support for international and intercultural education, a number of obstacles inhibit student participation in study abroad programs, especially those in Israel. These disincentives include the following: (1) U.S. colleges are reluctant to accept credits from institutions over which there is no American academic supervision; (2) students have limited access to information about study opportunities in Israel, and they are hesitant to engage in study without prior assurance that credits earned abroad will be accepted in the U.S.; (3) students perceive study abroad as disruptive of their academic progress and irrelevant to their career goals; and (4) it is increasingly difficult for students to finance a year of study in Israel. Rockland Community College's (RCC's) Israel program was designed specifically to overcome these disincentives. Its model has two unique elements. First, students enroll in a U.S. institution, which issues credits and transcripts, actively recruits participants, provides financial assistance, and monitors academic standards. Second, through a process of academic brokering, the student is helped to find a university, college, or one of several other learning environments appropriate to his/her talents and interests. The success of the model is evidenced in the consistently high level of student enrollment in the

program, the participation of students from over 30 colleges, and increased community consciousness of Israel and support of the program. (AYC)

ED 225 635 JC 830 067

McMullen, Harold G. And Others
College Teaching Center: Inventory of Resources and Services. Fourth Edition.

Lord Fairfax Community Coll., Middletown, Va.

Pub Date—Jan 82

Note—39p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Instruction, Community Colleges, Educational Media, *Educational Resources, *Faculty Development, Information Sources, Instructional Development, Instructional Materials, *Resource Centers, Staff Development, Two Year Colleges

Developed by Lord Fairfax Community College's (LFCC's) College Teaching Center (CTC), this manual presents information on the center's resources and services for college teachers and support staff. First, a schematic plan for the CTC lists resources available for the study of college teaching, student development support, college teaching action research, and clinical instructional development referrals. After a discussion of the uses of the CTC and an outline of the activities of its chairperson, staff development activities projected for 1981-83 are enumerated, including teaching and learning workshops, career consultations, college clubs, recreational groups, and instructional clinics. Next, an annotated, selected bibliography on college teaching is presented, followed by lists of the materials available at the CTC including tools for the assessment and evaluation of college courses and teaching practices; special resources on education and instructional development; filmstrip programs on curriculum and instruction and educational technology; audio-cassette tapes on developmental/remedial studies; and films and videotapes on college teaching techniques and problems. Information on the CTC's new computer search service and its recently acquired microcomputer is followed by a bibliography of the educational materials available at the center. Finally, the faculty and staff development policy at LFCC is stated. (HB)

ED 225 636 JC 830 068

Edwards, Nancy Joan

The Public Community College in America: Its History, Present Condition, and Future Outlook with Special Reference to Finance.

Pub Date—82

Note—174p.; Ph.D. Dissertation, Claremont Graduate School.

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 82-06203).

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Descriptive (141)
Document Not Available from EDRS.

Descriptors—College Role, *Community Colleges, *Educational Equity (Finance), *Educational Finance, *Educational History, Educational Objectives, Enrollment Trends, Financial Policy, Futures (of Society), School Funds, School Support, State Aid, State Federal Aid, Student Costs, Student Financial Aid, *Tuition, Two Year Colleges

The development, current status, and future prospects of community colleges are examined in this study with special emphasis on finance and funding concerns. Introductory material outlines study objectives, methodology, and purposes; defines key terms; and emphasizes the importance of college planning. Chapter 1 presents a history of the community college in the United States from the early 1900's to the present. Chapter 2 provides an overview of the community college today, with specific reference to its students, faculty, and institutional goals. In chapter 3, the funding of community colleges is examined in terms of the differences in funding between colleges, sources of funds, and the option of charging students for tuition. Chapter 4, which explores the implications of alternative funding practices, discusses the questions of equity in student charges, the provision of financial aid to students, and the need to balance interests in community college funding. Chapter 5 discusses methods to encourage the effective use of resources, including experimentation with innovative techniques and efforts to tap untapped sources of support.

Finally, chapter 6 presents projections and recommendations covering trends in student enrollments and characteristics, the proportion of part-time students, and student costs, tuition, and fees. A bibliography is appended. (HB)

ED 225 637 JC 830 078

Conrad, Lora P. Bender, Louis W.

Computers and Information Systems in the Small Two-Year College.

Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.

Pub Date—Jan 83

Note—86p.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Policy, *Community Colleges, Computer Assisted Instruction, Computer Literacy, *Computer Oriented Programs, Computer Programs, *Computers, Costs, Management Information Systems, National Surveys, *Small Colleges, Technological Advancement, Two Year Colleges

In an effort to shed light on the advent of the computer and its applications at small, two-year colleges, this report describes a national survey and case studies of five small colleges to determine their current use of computer services, the role and method of governance of computer-based information systems, and the policies affecting them. The first section of the report reviews literature and research to provide background for the study, tracing changes in the status of computers from luxuries to necessities, the development of computers and information systems, and other current problems and issues related to computer use. After describing the study design, the report presents study findings, based on survey responses from 165 two-year colleges with fall 1979 enrollments of 2,000 students or less. Results are provided in terms of planning and procurement of computers and information systems, governance and administration, hardware and software systems, administrative information systems, instructional applications, costs, educational vs. technical perspectives, and problems. The next section projects future directions in computer applications, considering new technological possibilities, new economies, and trends in information systems and instructional capacities. Finally, the implications of the study findings for policy, hardware, software, and personnel are summarized. (AYC)

ED 225 638 JC 830 080

Adams, A. Hugh Earwood, Glenda

Internationalizing the Community College. ISHE

Fellows Program, Research Report No. 2, 1982.

Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.

Pub Date—82

Note—54p.

Journal Cit—Fellows Program, v1 n2 Sum 1982

Pub Type—Reports - Research (143) — Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Curriculum, *Community Colleges, Cultural Education, *Curriculum Enrichment, Foreign Countries, Foreign Students, *Intercultural Programs, *International Programs, Student Exchange Programs, Study Abroad, Two Year Colleges

This monograph on community colleges and international/intercultural education begins with a rationale for international education, which emphasizes North American students' low level of awareness of international affairs and events and the importance of a knowledge of other societies in an increasingly interdependent world. After citing various definitions of international education, the monograph examines the role of the community college in its development. Next, a chronology is presented of developments in internationalizing the community college, and changes in college curricula in the areas of foreign language and international studies are reviewed. The following sections highlight faculty development efforts utilizing study abroad programs and international seminars; point to the increased availability of student study abroad programs; and consider the growing number of foreign students and their impact on the community college. Then, the value of consensual arrangements and the sharing of experience with foreign colleagues through joint programs and seminars is discussed, and future prospects for internationalizing the community college are outlined. Appendices in-

clude a position paper on the role of the American Association for Community and Junior Colleges on international education and a resolution in support of international education by the Florida legislature. (HB)

PS

ED 225 639 PS 012 876

Friedman, Dana E.

The Challenge of Employer-Supported Child Care: Meeting Parent Needs.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Contract—400-78-0008

Note—44p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, tentative publishing date 1983, Lilian G. Katz, Editor.

Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Consultants, *Delivery Systems, Early Childhood Education, *Employed Parents, *Employer Supported Day Care, Fringe Benefits, *Futures (of Society)

After a brief historical overview of child care provision and a characterization of current interest in employer support for day care services, this paper describes pressures on employers to support child care, delineates a rationale for employer support, and identifies employer options for supporting parents' needs for services, information, financial assistance, and discretionary time. Subsequent examination is directed toward strategies for expanding child care through employer involvement as well as toward obstacles to employer-supported care. The consequences of early childhood educators' reluctance to acknowledge that they serve parents' needs as well as children's are discussed, and erroneous assumptions and dangers of corporate child care consultants who focus exclusively on on-site care centers are pointed out. Reasons are offered for anticipating continuing growth of employer-supported child care in the future and, in conclusion, the issue of the potentially negative consequences of employer involvement is addressed. Throughout the paper the thesis is advanced that, to solve problems of child care provision, the contributions of both early childhood educators and corporate managers must be fashioned by parent needs and preferences. (RH)

ED 225 640 PS 013 001

National Seminar on Education of the Teacher for the Pre-school Child (New Delhi, India, March 6-8, 1978).

Indian Council of Child Welfare, New Delhi.

Pub Date—Mar 78

Note—107p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Welfare, Foreign Countries, *Models, Postsecondary Education, *Preschool Education, *Program Evaluation, *Teacher Education, *Teaching Methods
Identifiers—*India

The main objectives of this seminar were (1) to offer an evaluative presentation of different models of preschool education throughout India and (2) to assess whether the content and methodology of various teacher-training programs bear adequate relation to skills required at the program implementation level. These proceedings contain papers presented in the various sessions; discussed are different models of preschool education, content and methodology in teacher education, and evaluations of the various programs. Recommendations and resolutions of the seminar are also included. (MP)

ED 225 641

PS 013 223

Hepworth, H. Philip

Trends in Provincial Social Service Department

Expenditures: A National Perspective.

Pub Date—[82]

Note—73p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Employment

Level, *Expenditures, Foreign Countries, *Residential

Care, *Social Services, Tables (Data),

Trend Analysis, *Unemployment

Identifiers—Canada, *Ideology

This paper reports an attempt to determine whether or not an analysis and disaggregation of provincial public accounts could illuminate trends in the development of Canadian personal social services. Every third fiscal year between 1963-1964 and 1980-1981 was analyzed to give some idea of trends occurring immediately prior to and since the introduction of the Canadian Assistance Plan in 1966. Provincial public accounts supplemented by departmental annual reports and figures from a previous study were used in the analysis. Although there were deficiencies in the data, it was considered that, for the 7 years selected for analysis, logical and consistent progressions were evident in the available figures. After an overview of expenditure trends, discussion focuses on trends in employment levels in provincial social service departments, expenditures for residential care of persons with special needs, and federal transfers of monies to the provinces. Concluding sections of the analysis discuss the relationship between ideology and social service spending and the relationship between unemployment and social services. It is concluded that there is reason to believe social service provision in Canada has grown substantially during the last 18 or 19 years, and insofar as can be judged from aggregated statistics, service quality appears to have improved. Twenty-three data tables are appended. (RH)

ED 225 642

PS 013 232

McDaniel, Ernest D. Soong, Wanyue

Comparisons of Self-Concept Scores of Children in America and in Taiwan.

Pub Date—Aug 81

Note—34p.; Paper presented at a NATO Conference on Human Assessment and Cultural Factors (Kingston, Ontario, Canada, August, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, Basic Skills, Comparative

Analysis, Cross Cultural Studies, *Cultural

Differences, *Elementary School Students,

Foreign Countries, Peer Acceptance, *Personality

Traits, *Self Concept, Sex Differences

Identifiers—Physical Attractiveness, *Taiwan,

*United States

Traditional Chinese personality characteristics such as inner harmony, concern for others, submissiveness to authority, and respect for learning so pervade Chinese biographies that they constitute cultural themes. In order to determine whether such themes are more evident in Chinese than in Western youth, a cross-cultural study of self-concept was conducted. Samples of primary school children from Taiwan and the United States (numbering 936 and 762, respectively) were administered the McDaniel-Piers Young Children's Self-Concept Scale, a 40-item instrument designed to generate yes or no responses to statements referring to respondent's self. Data were analyzed by separately calculating for boys and girls at each primary school grade level the percent of pupils responding to each item. Items showing consistently large differences between the two cultures were identified, and items with similar content were grouped. Taiwanese and American children were found to differ greatly and consistently in self-perception on items related to physical appearance, peer acceptance, and school skills. Two smaller item clusters were identified—one reflecting perceived evaluation of others, a second reflecting attitudes about family characteristics. Large differences were found on some items in these clusters. Substantial differences were also found on five unrelated items. Results are discussed in relationship to traditional themes of Chinese culture. Most items of the instrument used are included in data tables. (RH)

ED 225 643

PS 013 252

Hamada-Adler, Renee White, Mary Alice

Differences Between Children and Adults in Learning BASIC on Microcomputers.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date—82

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Learning, Adults, Age Differences,

Audiotape Recordings, Children, Comparative

Analysis, Computer Assisted Instruction,

Elementary School Students, Graduate Students,

*Intentional Learning, Learning Processes, *Microcomputers,

*Performance, *Problem Solving,

*Programming Languages, *Verbal Communication

Identifiers—BASIC Programming Language

Do children and adults who are novices in their use of microcomputers differ in their approaches when learning a computer language? Ten fourth- and fifth-grade students and 10 graduate students were observed learning the language BASIC on microcomputers. All sessions were tape recorded and verbalizations subsequently coded. Verbalizations, the number of computer operations executed, and the percentage of responses which were correct were compared for the two groups. The pattern of verbalizations was strikingly similar for children and adults. Monitoring and checking statements accounted for almost half of total verbal output, and questions to the examiner accounted for one quarter. Adults, more often than children, expressed negative comments about the computer. Although computer output for adults was greater than for children, there was no significant difference in the percentage of correct responses for the two groups. Possible explanations for these performance similarities and for the potential of the computer as an equalizer between young and old are discussed. (Author)

ED 225 644

PS 013 261

McBroom, Elizabeth, Ed.

Family Treatment in Social Work. Univeristy

Centennial Edition.

University of Southern California, Los Angeles.

School of Social Work.

Pub Date—81

Note—95p.

Available from—School of Social Work, University of Southern California, University Park-MC0411, Los Angeles, CA 90089-0411 (Paper, \$4.75; student rates and discount on quantity orders).

Journal Cit—Social Work Papers; v16 Spr 1981

Pub Type—Reports - Descriptive (141) — Guides

- Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available

from EDRS.

Descriptors—Adolescents, Alcoholism, Asian Americans,

*Child Abuse, Children, Court Role,

*Family Counseling, *Family Problems, Infants,

*Intervention, Mexican Americans, Older

Adults, One Parent Family, Prevention, Residential

Programs, Social Networks, *Social Work,

*Widowed

Identifiers—Blended Families, Sexual Abuse

The nine papers in this collection are directed toward aspects of family treatment in social work practice. Ranging in focus across the life span from infants to older adults and including material about minority group families in America, all of the papers discuss current practices and programs. The first paper discusses primary prevention practice with families of infants. The second considers the experience of one residential treatment center in changing from a traditional child-centered treatment approach to one more family-centered in nature. Intrafamilial child sexual abuse and the manner in which the underlying treatment assumptions of one program affected the development of that program's structure are discussed in the third paper, while the fourth offers ideas about social work practice with Asian American families. Guidelines for helping troubled teenagers in blended and single-parent families are provided in the fifth paper; the sixth describes two models for treating families who abuse children (the generic family model and the family management model). The seventh paper in the collection discusses an intervention approach utilizing social networks to assist Mexican American families, while the eighth paper discusses aspects of the work of the conciliation court of Los Angeles County. In conclusion, the ninth and final paper describes a mutual help program for widows and widowers. (RH)

ED 225 645

PS 013 277

Calvert, Sandra L.

Multimedia Uses in Organizing Learning.

Kansas Univ., Lawrence.

Spons Agency—National Inst. of Child Health and

Human Development (NIH), Bethesda, Md.;

Spencer Foundation, Chicago, Ill.

Pub Date—Dec 82

Grant—NICHHD-IT32HD07173

Note—8p.; Paper presented at the Meeting of the

North Carolina Association for Research in Education

(Durham, NC, December, 1982).

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advance Organizers, Age Differences,

*Attention, Children, Cognitive Processes,

*Comprehension, Elementary Education, Measures

(Individuals), Recognition (Psychology), Sex

Differences, *Television Viewing

Identifiers—*Preplay Learning Technique, Selective

Attention

The "preplay" technique, an advance organizer summarizing important plot events before sections of a story, is examined for its effectiveness in facilitating children's selective attention to and comprehension of televised stories. One hundred and sixty first through fourth grade children, equally distributed by grade and sex, were randomly selected from three midwestern schools. Pairs of same-sex children viewed a prosocial cartoon in one of five viewing conditions. In the four treatment conditions, the type of preplay varied by visual-nonvisual and concrete/inferential narration. The fifth condition was a control with no preplays. After each subject's visual attention to the television screen was scored, they were asked to order four picture sets taken from the television program to assess temporal integration of the story. In addition, children were asked to answer 42 multiple-choice items intended to assess their recognition of inferential, central-concrete, and incidental content. As predicted, children attended longer to visual than nonvisual preplays. Boys and younger children were especially attentive to visual and concrete preplays, while girls and older children were more attentive to inferential preplays. Also, as predicted, children who saw visual preplays correctly sequenced more pictures than children who saw nonvisual preplays and they recognized more incidental content. (MP)

ED 225 646

PS 013 279

Hill, William C.

Galatea in the Classroom: The Distribution of

Teacher-Pupil Interaction and Its Relationship to

Class-Size.

Pub Date—15 Dec 81

Note—26p.

Pub Type—Information Analyses (070) — Opinion

Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bias, Classroom Communication,

*Class Size, Elementary Education, *Expecta-

tion, *Retraining, Student Teacher Ratio, *Student

Teacher Relationship, *Teacher

Improvement, *Teacher Influence

Identifiers—Self Fulfilling Prophecies, *Teacher

Expectations

If what is known about selective processes of perception is coupled with awareness of the extremely rapid pace of classroom interaction, the classroom setting becomes one in which differential teacher expectations are likely to be formed and maintained. In fact, research findings reveal the power of teacher expectations: high teacher expectations can increase student achievement and low expectations can actually decrease achievement. Attempts to alter the communication of differential expectations by retraining teachers have generally been successful, but have been found to be quite expensive. Student achievement is also influenced by class size. Research findings indicate that a student achieving at the 50th percentile in a class of 40, if instructed in a group consisting of 1 to 5 students, is likely to achieve at the 83rd percentile or higher. Because this achievement effect is specific to groups of 20 pupils or less, a "student threshold for achievement" concept of facilitative student-teacher interaction is supported. It is possible that in classes of 21 to 40 pupils, fewer students' thresholds for achievement are reached by teachers due to the much wider distribution of interaction. There are several procedural methods for equitably distributing interaction that teachers can use (1) to counter the reluctance of peripherally seated students to initiate interaction, and (2) to compensate for

teacher expectancy behaviors. (Directions for further research are suggested.) (RH)

ED 225 647 PS 013 281

Sick Child Care Book for Parents and Child Care

Providers.

Bananas, Inc., Oakland, Calif.

Pub Date—80

Note—44p.

Available from—Bananas Office, 6501 Telegraph Avenue, Oakland, CA 94609 (Paper, \$3.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Caregivers, *Children, *Day Care, *Disease Control, *Diseases, Early Childhood Education, First Aid, Guidelines, Learning Activities, *Parent Responsibility

Intended for use by parents and child care providers, this short booklet offers practical information about many common childhood illnesses, providing suggestions for making decisions which concern the sick child. Information is given relating to how parents (especially working parents) can be prepared for their child's illnesses, specific instructions parents should provide when they have to leave the sick child with an alternative caregiver, sickness policies of child care providers, keeping the child healthy, common childhood illnesses, emergency situations and first aid, when to call a doctor, comfort measures for sick children, activities for sick children, and the importance for children of role playing doctor-related situations. A one-page selected bibliography of materials of interest to adults and children, a recommended immunization schedule, and a sample authorization form for the administration of medication are also included. (MP)

ED 225 648 PS 013 282

Checkett, Donald

Starting a Day Care Center: The Day Care Center

Handbook.

Child Day Care Association of St. Louis, Mo.

Pub Date—[82]

Note—84p.

Available from—Child Day Care Association of St. Louis, 915 Olive Street, St. Louis, MO 63101 (Paper, \$20.00; 10% discount on 20 or more copies).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advertising, Board Administrator Relationship, Budgeting, Certification, *Curriculum Development, *Day Care Centers, Early Childhood Education, *Educational Equipment, Guidelines, *Money Management, *Program Development, School Location, Taxes

Identifiers—Missouri (Saint Louis)

Designed to be of help to individuals and groups seeking to establish a day care center in the metropolitan St. Louis area, this manual calls attention to important and basic information which must be taken into account if planning is to produce tangible results. Following a brief section defining commonly used terms referring to organized preschool program activities, sections 2 through 11 cover topics such as the determination of a new day care center's location and size; obtaining city occupancy permits and state licenses; decisions about corporate structure (i.e., profit or non-profit); budgeting and advertising; federal, state, and city income taxes; preschool curriculum models; guidelines for successful day care operation; board/executive relationships; and equipping the day care center. (MP)

ED 225 649 PS 013 287

Haddad, Carol

Local Union Guide for Establishing Child Care

Centers.

Michigan State Univ., East Lansing. School of Labor and Industrial Relations.

Pub Date—79

Note—13p.; Prepared under the Leadership Training Project for Union Minorities/Women.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Collective Bargaining, Early Childhood Education, *Employer Employee Relationship, *Employer Supported Day Care, Guidelines, *Unions

This short booklet, intended for use by local unions who wish to establish a day care center in the workplace, provides some guidelines which may assist them to facilitate this process. Guidelines are given on issues such as the formation of contract language to be presented at the time of negotiations, ways to finance a child care center, types of facilities, operation schedules, ages of participants, staff-

ing, and health and safety. Lists of useful publications and resources available from a variety of private and public organizations are attached. (MP)

ED 225 650 PS 013 290

Uppitis, Rena

A Computer-Assisted Instruction Approach to Music for Junior-Age Children: Using ALF for Teaching Music Composition.

Pub Date—Apr 82

Note—34p.; Paper presented at the International Computer Music Conference (Venice, Italy, September, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Elementary Education, Foreign Countries, Individual Differences, Individualized Instruction, *Instructional Materials, Instructional Systems, *Learning Activities, *Microcomputers, Music Activities, *Musical Composition, Music Education, Student Motivation

Identifiers—*Apple II Plus, Canada

The potential of using the Apple II+ microcomputer with an ALF products music software system (nine voice) for computer-assisted instruction in composition was examined. Two boys, 8 and 10 years of age, served as subjects. Naturalistic observations were made as the children participated in a 10-session program that consisted of composition activities, such as adding harmony and writing rounds, and related activities, including listening tasks. Most of the composition activities, particularly the round or canon, were found to be useful vehicles for teaching both composition and other topics, such as music fundamentals. There were some differences in the nature of the subjects' compositions and in their approaches to the tasks. Although one subject preferred a traditional orientation to the ALF program and the other had less conservative musical preferences, the program accommodated these individual differences. Moreover, the interest displayed by both subjects extended beyond the instructional sessions. Teacher characteristics, such as teaching skills and musical background, were found to be of critical importance for the success or failure of the microcomputer-based approach to music instruction. It was concluded that the ALF music system could be used to advantage on an individual basis in initiating interest in composition. Limitations of the program and the system are pointed out. (Author/RH)

ED 225 651 PS 013 292

Hansen, Gladys

Answering Young Children's Questions about Sex.

Pub Date—82

Note—18p.

Available from—Little Children Productions, Box 24531, Los Angeles, CA 90024 (Paper, \$3.95; 15 or more copies, \$3.00 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Early Childhood Education, Guidelines, *Preschool Children, *Sex Education, *Teaching Methods

Intended for use by parents and teachers of preschool age children, this short booklet provides some guidelines to follow when introducing sex education to young children. It discusses issues such as where to begin, how to encourage the child to ask questions about sex, how to handle sex-related problems, child molestation, nudity and the family, parental need for privacy, and how to teach children not to use sexual terms when they are angry. In addition, the booklet provides a little glossary of sexual terms, lists a representative number of children's often-asked questions about genitals, pregnancy/birth, and the new baby, and provides simple and direct answers to those questions. (MP)

ED 225 652 PS 013 297

Affholter, Dennis And Others

The Infant-Toddler Component and Child Impact.

Evaluation of the Child and Family Resource Program (CFRP).

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—Administration for Children,

Youth, and Families (DHHS), Washington, D.C.

Report No.—AAI-80-75

Pub Date—9 Dec 80

Contract—HEW-105-79-1301

Note—160p.; For related documents, see ED 224 570, ED 224 611-614, and PS 013 299-303.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Child Development, Early Childhood Education, Family Involvement, *Family Programs, *Infants, Longitudinal Studies, *Low Income Groups, Outcomes of Education, Participant Characteristics, *Program Effectiveness, Program Evaluation

Identifiers—*Child and Family Resource Program, Developmental Continuity, Impact Studies, Project Head Start, *Toddlers

Fifth in a series of the Child and Family Resource Program (CFRP) evaluation reports, this volume focuses on the infant/toddler component of CFRP and its impact on children approximately a year and a half after they enter the program. A brief summary of the CFRP evaluation design and preliminary findings presented in previous evaluation reports is given in chapter 1. Chapter 2 provides a description of the infant/toddler component of the 11 CFRPs in terms of center-based activities, frequency and level of participation, and approaches used in both parent education and infant/toddler sessions. Chapter 3 examines CFRP impact on the development of the infants and toddlers involved; differences in means between CFRP children and those in the control/comparison group on the Bayley Scales of Infant Development (BSID) are reported in the attempt to identify major program impact. An executive summary of the study's findings is presented in chapter 4. Four appendices, accounting for approximately one half of the report, are also included: the first reviews issues related to the quality of the child assessment data reported, and the second discusses the rationale for the statistical tests chosen. A step-by-step description of the analysis of program impact reported in chapter 3 is presented in the third appendix, while the fourth describes analysis of the relationship between program participation and BSID scores. (MP)

ED 225 653 PS 013 299

Johnson, Lynell

Phase II Report. Volume II: Program Study

Report. Evaluation of the Child and Family

Resource Program (CFRP).

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—Administration for Children,

Youth, and Families (DHHS), Washington, D.C.

Report No.—AAI-79-145

Pub Date—25 Feb 80

Contract—HEW-105-79-1301

Note—106p.; For related documents, see ED 224

570, ED 224 611-614, and PS 013 297-303.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Characteristics, *Delivery Systems, Early Childhood Education, *Family Characteristics, *Family Programs, *Institutional Characteristics, Longitudinal Studies, Low Income Groups, Program Descriptions, *Program Development, Staff Development

Identifiers—*Child and Family Resource Program,

Developmental Continuity, Project Head Start

This volume, part of a series of Child and Family Resource Program (CFRP) evaluation reports, is devoted to the program study component of the CFRP evaluation. The purpose of this component is to develop the most comprehensive picture possible of the operation of the 11 CFRPs located across the country, in order to provide a backdrop against which the provision and impact of CFRP services to individual families can be more clearly understood. Relying heavily on impressionistic reports arising out of interviews with program staff and observations during site visits to 6 of the 11 CFRPs, the report revolves around the following topics: the nature of the community and institutional contexts within which the programs operate; the way in which each program is organized; the processes by which client families are recruited, assessed, enrolled, and terminated; opportunities for parent involvement in operations; the nature and extent of services received and referrals made; and the ongoing functioning of the other three major program components of CFRP evaluation (infant/toddler, Head Start, and preschool/school linkage). (MP)

ED 225 654 PS 013 300

Nauta, Marrit J. And Others

Phase II Executive Summary. Evaluation of the

Child and Family Resource Program (CFRP).

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—Administration for Children,

Youth, and Families (DHHS), Washington, D.C.

Report No.—AAI-80-14

Pub Date—23 Feb 80

Contract—HEW-105-79-1301

Note—28p.; For related documents, see ED 224

570, ED 224 611-614, and PS 013 297-303.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Delivery Systems, Demonstration

Programs, Early Childhood Education, Family

Environment, *Family Programs, Intervention,

Longitudinal Studies, *Low Income Groups, Parent

Child Relationship, *Participant Characteristics,

*Program Effectiveness, Program Evaluation

Identifiers—*Child and Family Resource Program,

Developmental Continuity, Impact Studies, Project

Head Start.

This report presents preliminary findings based on

the first full year of the Child and Family Resource

Program (CFRP) evaluation, begun in the fall of

1978. The analyses described in this report are

intended to provide answers to four major questions:

(1) What is the nature of the CFRP and how do

programs vary from site to site? (2) To what extent

have the CFRP components (infant/toddler, Head

Start, and preschool/school linkage) been imple-

mented to date? (3) What is the process of individual-

izing services to meet family needs and developing

action plans for services to be obtained through

CFRP? and (4) Is there evidence that CFRP's have

had an impact on families after 6 months of partici-

pation in comparison to a group of families not

enrolled in CFRP? Following the first chapter's

introductory overview of the CFRP objectives and

evaluation, chapter 2 addresses the first two ques-

tions, while chapter 3 offers comment on the re-

maining two questions. The fourth and concluding

chapter provides a discussion of future study issues

and preliminary plans for the CFRP evaluation's

third phase. (MP)

ED 225 655 PS 013 301

Johnson, Lynell And Others

Phase III Program Study Report. Evaluation of the

Child and Family Resource Program

(CFRP).

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—Administration for Children,

Youth, and Families (DHHS), Washington, D.C.

Report No.—AAI-80-91

Pub Date—24 Nov 80

Contract—HEW-105-79-1301

Note—176p.; For related documents, see ED 224

570, ED 224 611-614, and PS 013 297-303.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Case Studies, *Delivery Systems,

Early Childhood Education, *Family Programs,

Interviews, Longitudinal Studies, *Low Income

Groups, Parent Attitudes, *Participant Character-

istics, *Program Effectiveness, Program Evalua-

tion

Identifiers—*Child and Family Resource Program,

Developmental Continuity, Impact Studies, Project

Head Start.

Fourth in a series of Child and Family Resource

Program (CFRP) evaluation reports, this document

is devoted to the program study component, de-

signed to illustrate CFRP operations across the

country and to establish a descriptive context for

statistical and analytic findings. Chapter 1 describes

the process of building a network of linkages with

community agencies as experienced by the various

CFRP's, discusses the current status of CFRP/agency

relationships, and details the impact CFRP

has had on access to community services for non-

CFRP as well as CFRP families. Chapter 2 provides

information about CFRP as a family-oriented child

development program, examining staff views about

family development, goals CFRP's attempt to ac-

complish with families, and reasons programs are

successful with some families and not others. This

chapter also describes the processes by which the

needs of the individual family are assessed, family

action is established, and family goals are ordered

concluding with discussion of CFRP endeavors to

deal with special problems and needs of various

kinds of families. A descriptive profile of the three

major components of CFRP (infant/toddler, Head

Start, and preschool/school linkage) is presented in

chapter 3, and anecdotal "success stories" concerning the impact CFRP has had on six families and their children are recorded in chapter 4. Finally, chapter 5 summarizes findings reported in earlier chapters and identifies program models currently in operation at the 11 CFRP's. (MP)

ED 225 656 PS 013 302

Nauta, Marrit J. And Others

Phase III Research Report. Evaluation of the

Child and Family Resource Program (CFRP).

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—Administration for Children,

Youth, and Families (DHHS), Washington, D.C.

Report No.—AAI-80-153

Pub Date—10 Mar 81

Contract—HEW-105-79-1301

Note—149p.; For related documents, see ED 224

570, ED 224 611-614, and PS 013 297-303.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Delivery Systems, Early Childhood

Education, *Family Involvement, *Family Pro-

grams, Intervention, Longitudinal Studies, *Low

Income Groups, *Participant Characteristics,

*Program Effectiveness, Program Evaluation

Identifiers—*Child and Family Resource Program,

Developmental Continuity, Impact Studies, Project

Head Start.

This report, sixth in a series of Child and Family

Resource Program (CFRP) evaluations, focuses on

CFRP impact on families within outcome domains

other than child development after a year and a half

of program participation, additionally describing

the nature and extent of that participation. Chapter

1 provides an overview of the CFRP evaluation de-

sign, including a description of research questions,

study components, and data collection procedures.

Also presented is a brief profile of the characteristics

of families participating in the study and a discus-

sion of sample attrition. Chapter 2 defines CFRP

treatment and describes factors concerned with service

delivery, including assessment of families' needs

and strengths, individualization of program

emphasis, referrals, and goals. This chapter also ex-

amines the amount of contact families have had

with the program and its various activities, reporting

on ways in which families are benefited from their

involvement. Chapter 3 assesses program impact by

comparing CFRP families with a group of families

not enrolled with regard to several outcome do-

mains likely to be affected by program participation

(use of community services and support, family cir-

cumstances, health, and parent/child interaction).

Finally, chapter 4 summarizes evaluation results

presented in chapters 2 and 3, discussing implica-

tions of these findings. Technical support materials

for the observation study of parent/child interaction

are appended along with F-ratio data associated

with the study outcomes. (MP)

ED 225 657 PS 013 303

Nauta, Marrit J.

Phase III Executive Summary. Evaluation of the

Child and Family Resource Program (CFRP).

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—Administration for Children,

Youth, and Families (DHHS), Washington, D.C.

Report No.—AAI-80-154

Pub Date—10 Mar 81

Contract—HEW-105-79-1301

Note—32p.; For related documents, see ED 224

570, ED 224 611-614, and PS 013 297-303.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Delivery Systems, Demonstration

Programs, Early Childhood Education, Family

Involvement, *Family Programs, Intervention,

Longitudinal Studies, *Low Income Groups, Parent

Child Relationship, *Participant Characteristics,

*Program Effectiveness, Program Evaluation

Identifiers—*Child and Family Resource Program,

Developmental Continuity, Impact Studies, Project

Head Start.

The Child and Family Resource Program (CFRP)

is a family-oriented child development program ini-

tiated by the Administration for Children, Youth

and Families to provide support services to low-

income families and their children. This report sum-

marizes preliminary findings based on the first year

and a half of CFRP evaluation. Following the brief

description of program objectives and evaluation

phases provided in chapter 1, chapter 2 presents an

overview of the CFRP demonstration along with

preliminary findings concerning the program opera-

tions and processes used in working with families. In

addition, this chapter identifies models of program organization and delivery services adopted by various program implementations. Chapter 3 examines the impact of CFRP on families and children by comparing participating families with a group not enrolled in CFRP. Chapter 4, which concludes the document, provides a discussion of future study issues and preliminary plans for the next phase of the CFRP evaluation. (MP)

ED 225 658 PS 013 305

Highlights of Early Childhood Program Accom-

plishments. Preliminary Reports: 1981-1982.

Report No. 8309.

Philadelphia School District, Pa. Office of Research

and Evaluation.

Pub Date—Dec 82

Note—74p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Compara-

tive Analysis, Early Childhood Education, Na-

tional Norms, *Outcomes of Education,

*Performance Factors, *Preschool Children,

*Preschool Education, *Program Effectiveness,

State Programs, Tables (Data)

Identifiers—Get Set Program, *Pennsylvania

(Philadelphia)

This document is a compilation of the highlights

of brief reports regarding the performance of Phi-

ladelphia prekindergarten graduates evaluated by the

Early Childhood Evaluation Unit during 1981-

1982. Part 1 provides highlights of later effects, i.e.,

the performance on citywide tests of graduates of

four prekindergarten programs (Child Care, Get Set

Day Care, Parent Cooperative Nurseries, and Pre-

kindergarten Head Start), as well as the total school

district prekindergarten aggregate composed of

these four programs. Part 2 gives current achieve-

ment information on children participating in the

programs of the Durham Child Development Cen-

ter, and the six Early Childhood Schoolage Pro-

grams (i.e., Academics Plus, Checkpoint, Follow

Through, Kindergarten, Primary Skills, and Project

Success). Finally, part 3 presents highlights of ac-

complishments by the various programs for the

developmental component (prekindergarten pro-

grams) and in the parent involvement, staff develop-

ment, and supportive service areas. (MP)

ED 225 659 PS 013 308

Cannella, Gail S.

Cognition: Development and Education.

Pub Date—80

Note—27p.

Pub Type—Guides - Classroom - Teacher (052) —

Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arithmetic, *Cognitive Develop-

ment, *Cognitive Style, *Conceptual Tempo,

Conservation (Concept), *Developmental Stages,

Early Childhood Education, Educational Objec-

tives, *Individual Differences, Mathematics Cur-

riculum, Reading Assignments, Reading

Difficulties, Reading Instruction

Identifiers—Activity Based Curriculum, *Field De-

pendence Independence, *Piagetian Theory

All too often educators establish a "pretest, skill,

posttest" type of curriculum. While this approach

has an educational value, it must be used within a

developmental framework based on individual

thinking and learning style. Thus, a thorough

knowledge of cognitive development is necessary. A

review of the body of knowledge concerning in-

dividual learning style suggests some implications

for practice. The aim of the following review is to

provide an introduction to that body of knowledge

and to suggest some implications for practice. The

preoperational stage of development, as described

by Jean Piaget, is especially important to early

childhood and elementary educators, since a

majority of children are preoperational at the time

formal schooling is begun. A complete discussion

of cognition requires recognition of individual differ-

ences in the learning process. Investigations of the

manner in which cognitive functions are executed,

or of cognitive style, attempt to identify individual

differences in the way children think, perceive,

remember, and gather and use information. Two

dimensions of cognitive style have been studied: re-

flective/impulsive and field-dependent/field-

independent responses. Cognitive theory in general

suggests implications for establishing the classroom

as a learning environment based on an activity-or-

ient curriculum as well as for selecting develop-

mentally appropriate reading and arithmetic

materials. (Sample lesson plan objectives and activities for children with developmental reading problems are appended.) (RH)

ED 225 660 PS 013 309

Meadow, Mary Jo
Enmeshment, Differentiation, and Moral Development.

Pub Date—May 82

Note—6p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (44th, Minneapolis, MN, May 6-8, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conformity, *Developmental Stages, *Family Influence, *Moral Development, *Personal Autonomy, Socialization

Identifiers—Bowen (Murray), *Conscientiousness, Differentiation, Ego Development Theory, Loevinger (Jane), *Structural Family Theory

Family theorists have considered the idea of boundary in terms of the concepts of disengagement and enmeshment. Disengaged families are those having rigid, well-delineated boundaries that are often impermeable. Alternately, enmeshed families have diffuse ego boundaries, acting as if all are part of each other, and are likely to produce an apparently strong conformist moral orientation in their offspring. Loevinger and other theorists consider a conformist morality less developed than a conscientious morality. A necessary condition of attaining the advanced stage of conscientious morality is a certain measure of freedom from pressures to think like the rest of the family. But, if emotional bonding to the family is to be retained as the individual develops moral autonomy, then some differentiation of intelligence and emotion by the individual is also necessary. A differentiated person might be able to manage an enmeshed family system that would block the development of an undifferentiated person. While variable degrees of differentiation appear to be transmitted societally and multigenerationally, it appears to be the case that the more differentiated parents are, the greater the likelihood of a healthy family in which members may differentiate and establish autonomous personhood. (Concluding material briefly offers five ideas combining concepts in the preceding discussion that are thought to be easily translated into research hypotheses.) (RH)

ED 225 661 PS 013 310

Breeding, John. And Others
An Analysis of the Structure of Preschool Social Competence.

Pub Date—Apr 82

Note—26p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Dallas, TX, April 15-17, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Age Differences, Anglo Americans, Blacks, Cultural Differences, *Ethnic Groups, *Factor Structure, *Interpersonal Competence, Mexican Americans, Models, *Preschool Children, Preschool Education, *Sex Differences, Socialization

Through the use of a model combining constructs proposed by Zigler and Trickett (1978) and Schaffer (1978), the structure of social competence in preschool children was investigated. Measures chosen for inclusion in the assessment battery and specific variables related to each measure were the Peabody Picture Vocabulary Test, Revised (intelligence), the Cooperative Preschool Inventory (achievement), the Test Behavior Inventory (task orientation, love/hostility, introversion/extroversion), the Perceived Competence Scale for Young Children (motivation), and the Self Concept and Motivation Inventory (emotion). A total of 128 children of low socioeconomic status were assessed. Subjects, between 4.0 and 5.5 years of age, were of both sexes and from three ethnic groups (Anglo, Black, and Mexican-American). Each child received a battery of four tests over two testing sessions. In each session a cognitive and an affective (intrapersonal) test were administered. Examiners rated the behavior each child displayed in the test situation. Results, considered preliminary, include findings concerning relationships between indices of competence both within and across areas of competence, and outcomes of the factor analysis for the total sample and the variables of age, sex, ethnicity, and sex by ethnicity. Due in part to the finding of striking differences in what might be called

accuracy of self-perception, it is concluded that, while examination of the structure of social competence is a promising endeavor, considerations of subcultural differences are paramount. (RH)

ED 225 662 PS 013 311

Zaki, Gamal. Zaki, Sylvia

Attitudes of Children towards Aging, the Elderly, and Death & Dying as Expressed through the Arts.

Rhode Island Coll., Providence. Gerontology Center.

Pub Date—8 Nov 82

Note—83p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (35th, Boston, MA, November 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Age Differences, *Aging (Individuals), *Childhood Attitudes, Childrens Art, *Death, Elementary Education, *Elementary School Students, Innovation, Language Arts, *Older Adults, Research Methodology, Visual Arts

Identifiers—Contests

The purpose of this study was to explore the conceptions, feelings and attitudes of elementary and junior high school students toward the topics of aging, the elderly, death, and dying. To gather data, an announcement was made to all schools within the state that the Rhode Island Gerontology Center would sponsor a contest for all school children in grades 4 through 8. Students were requested to submit, in any art form, original works focusing on the specified topics. Cash prizes ranging from 50 to 150 dollars were announced to encourage participation. Judges reviewing the entries made decisions according to criteria acceptable in their respective artistic disciplines. Each entry was categorized according to media type (i.e., visual arts, language arts, or multimedia), and each category was analyzed separately. Visual arts entries were further categorized according to the recurring themes they projected. Language arts entries were analyzed for content expressing children's positive or negative attitudes and for concepts of interpersonal/intergenerational relationships. Entries were also grouped by grade levels to identify age differences. Illustrated with many examples of children's written expressions, results of the analyses are first typified in a general way. Findings related to age differences are reported, conclusions are drawn, and implications are discussed. Twenty-one of the children's drawings are appended. (RH)

ED 225 663 PS 013 312

Healthy Mothers Coalition Directory of Educational Materials.

Public Health Service (DHHS), Rockville, Md.

Pub Date—Sep 82

Note—168p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Audiovisual Aids, *Child Rearing, Directories, Diseases, Drug Abuse, *Health Programs, Health Services, *Infants, *Instructional Materials, Nutrition, Parent Education, *Pregnancy, Prenatal Influences, Private Agencies, Public Agencies, *Resource Materials

Identifiers—Breastfeeding, Sudden Infant Death Syndrome

Intended for use by health care providers and other professionals who work with pregnant women and newborns, this compendium brings together for the first time a comprehensive collection of educational materials on programs produced by government, professional, and voluntary organizations and agencies. Each organization represented in the collection prepared its own listing of materials. Each section includes a brief description of the organization's purpose and goals, followed by annotated listings of printed and audiovisual materials produced or distributed by that organization and instructions for ordering those materials. The collection concerns such topics as parental care; the course of normal pregnancy and delivery; childbirth alternatives; health risks and problems of pregnancy and delivery; infancy (up to 1 year), including child care, normal growth and development, and physical and developmental problems and disabilities; parent education; the workplace and environmental hazards affecting pregnancy; nutrition; the effects of

alcohol, drugs, and smoking; breastfeeding; teenage pregnancy; inherited factors and genetic disorders; and sudden infant death syndrome. In addition, a section entitled "Other Sources of Information" lists clearinghouses, programs, organizations, and resources on related topics including child abuse and neglect, safety of infant products and equipment, handicapping conditions, vital statistics, and family planning. Two indexes—a computer-generated subject index and a title index—designed to provide additional access points to the directory information, are included at the end of the document. (MP)

ED 225 664 PS 013 313

Hildebrandt, Katherine A.

Who Gets More Attention When an Adult Plays with Two 7-Month-Old Infants?

Pub Date—Apr 82

Note—15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 15-18, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention, Bias, Child Caregivers, Day Care, *Females, *Individual Differences, *Infant Behavior, *Infants, *Interpersonal Attraction, Undergraduate Students

Identifiers—Multiple Measures Approach, *Physical Attractiveness

Focusing on infants' physical attractiveness and behavior, this study explores reasons some infants receive greater amounts and different types of attention from adults than do others. Subjects were observed in 21 groups of three, consisting of one adult and two same-sex infants. Adult subjects were unmarried, childless undergraduate women interested in child care careers. Infant pairs brought to and left in a laboratory playroom were joined by an adult subject instructed to sit on the floor and play with the infants as she might if they were under her care. Recorded on videotape, the first 9 minutes of each play session were coded and analyzed for infant vocalization, infant activity, and adult touching and holding of the infants. Additionally, three assistants recorded the looking and smiling behaviors of each subject. Adult subjects completed a questionnaire concerning their perceptions of each infant, mothers completed a demographic questionnaire, and infants were photographed. Photographs were rated by two groups of college students, one group selecting which of two infants was "cuter," another rating each photograph separately on a nine-point scale of cuteness. In general, results indicate that infant behaviors (i.e., fussing, crying, smiling) are more salient than cuteness in eliciting adults' attention, although it is likely that adults' perceptions of cuteness influence their perceptions of behaviors. (RH)

ED 225 665 PS 013 315

Flynn, John P. And Others

Computer-Assisted Instruction as a Training Methodology for Child Placement Licensing Staff. Western Michigan Univ., Kalamazoo. School of Social Work.

Pub Date—Jun 82

Note—86p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Certification, *Computer Assisted Instruction, Formative Evaluation, *Foster Care, Literature Reviews, *Participant Satisfaction, Program Evaluation, Questionnaires, *Staff Development, *Training Methods

Identifiers—Michigan, Placement (Foster Care)

Results are provided from a formative evaluation of computer-assisted instruction (CAI) designed for training of foster home certification and licensing staff. The evaluation was undertaken to provide information on issues of feasibility, installation, and implementation of CAI. Project data were obtained from two sources: the first was a review and analysis of CAI literature, the second was a field administration of CAI lessons, followed by an evaluative questionnaire given to 29 workers from preselected child placement agencies in southwest and southcentral Michigan. The literature and field findings support the proposition that CAI is effective in teaching about licensing and regulation. Literature findings suggest that content allowing for narrow user discretion is more applicable to CAI than is content allowing for broad user discretion. Over three-fourths of the sample said the CAI lessons increased their knowledge base in the area of licensing and that CAI is a workable and practical way to teach some

aspects of licensing and certification. The remaining one-fourth of the sample said they were not sure about the effectiveness of CAI, but no one indicated negative feelings regarding its use. These positive findings resulted in a call for further research on and development of the CAI system to include more areas of licensing training. Related materials, including organizational charts of the Michigan Department of Social Services, forms of the questionnaires used, and data tables are appended. (MP)

ED 225 666

PS 013 317

Landerholm, Elizabeth J.

Comparison of Mothers' and Fathers' Play with Their Male and Female Infants.

Pub Date—Nov 81

Note—27p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Detroit, MI, November 5-8, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Patterns, Comparative Analysis, *Fathers, *Infants, *Mothers, *Parent Child Relationship, Play, *Sex Differences, Verbal Stimuli

Identifiers—*Physical Contact

The ways in which fathers and mothers communicate with and teach their 6-month-old first-born infants were compared. Twenty-two white, middle class mothers and fathers were videotaped interacting with their infants (11 male, 11 female) on 10 tasks. Trained observers coded the parents' interaction with their infants on the following variables: physical contact, social/verbal stimulation, object/material play, effectiveness, responsiveness, and teaching behavior. Results indicated that both mothers and fathers used more physical contact with their male infants and more object/material play with their female infants. While mothers exhibited more social/verbal behaviors with their infants than fathers did, fathers had more effect on female infants than on male infants. Finally, mothers were found to be more likely than fathers to use social/verbal attention-getting behaviors when teaching their infants. (MP)

ED 225 667

PS 013 318

Cannella, Gail S.

The Unit Approach in the Early Childhood Classroom.

Pub Date—83

Note—11p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Activity Units, Early Childhood Education, Guidelines, *Lesson Plans, *Resource Units, *Student Centered Curriculum

The combination of goals, concepts, generalizations, objectives, skills, attitudes, activities, teaching methods, and evaluation procedures into a long-term plan for dealing with a specific topic has generally been called a "unit plan." The child-centered approach to developing such a unit plan contains four stages; these are to (1) determine the needs of individual children, (2) construct broad objectives that would appear to meet the child's needs, (3) decide upon a topic that would appropriately incorporate the objectives, and (4) plan activities to meet the objectives. Three types of units are resource, teaching, and experience units. A resource unit is designed to serve as a reference for teachers who wish to cover a definite topic. A teaching unit, most often used in combination with a resource unit to allow for pupil planning and alternative activities, consists of lesson plans with specifications for objectives, materials, procedures, and evaluation methods. The experience unit differs from the other two in that no detailed preplanning is done. (Concluding sections of the document provide guidelines for developing both a unit plan and a lesson plan.) (RH)

ED 225 668

PS 013 319

Smith, Rebecca M.

Family Decalage: Understanding Moral Conflict.

Pub Date—Oct 82

Note—19p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 12-16, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict Resolution, *Family Problems, *Individual Development, *Moral Development, Research Needs, *Sex Role

Identifiers—*Family Decalage, *Moral Reasoning

Family conflict over rights and responsibilities may result from horizontal and vertical decalage in members' development of moral reasoning abilities. The terms horizontal and vertical decalage refer to phenomena of uneven individual development within and across stages of moral reasoning. Because moral conflict involves competing claims, the principle necessary for resolution is justice, of which equality and reciprocity are two components. What these components mean depends on the cognitive, ego development, and social perspective levels an individual attains. But even if family members' moral reasoning abilities vary widely, moral conflict can be justly resolved. To better understand moral conflicts in the family, the concept of "family decalage," or uneven cognitive development among family members, is useful. According to scoring methods used in early research, standardized on males, females were found to receive scores lower than men on moral development. However, recent studies have indicated that differences between males' and females' perceptions of justice may account for these findings. When such differences are taken into account, women achieve developmental levels in moral reasoning equivalent to those of men. More generally, it is evident that research on sex-role attitudes, preferences, and behavior has excluded measures of moral reasoning development. Uneven learning in all the content areas of sex roles should be considered in future studies within this area of research. (RH)

ED 225 669

PS 013 322

Zubot, Beverly And Others

Parent Education Programs and Support Services in Edmonton.

Spons Agency—Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—82

Note—268p.; Prepared for the Edmonton Catholic School Board; For related document, see PS 013 323.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Agencies, *Attitude Measures, Delivery Systems, *Educational Needs, Financial Support, Foreign Countries, Interviews, *Parent Attitudes, *Parent Education, *Professional Personnel, Program Development, Questionnaires, Responsibility, Social Services

Identifiers—*Alberta (Edmonton)

Results are reported from a study designed to determine what kinds of additional parent education and support services, if any, are needed in the community of Edmonton, Alberta, Canada. Following a brief introductory chapter of the study's overview, chapter 2 specifies the study's parameters and reviews the literature pertaining to the various kinds of parent education options and their relative benefits. Chapter 3 outlines the research methods and describes the samples of parent education agencies, professionals, and parents who participated in the survey. A description of parent education services in Edmonton during the period of July 1981 to July 1982 is presented in chapter 4. The next chapter examines the need for additional parenting education as identified by parent education agencies, professionals, and parents, and discusses factors affecting the accessibility and attractiveness of parent education services in Edmonton. Chapter 6 clarifies who has the jurisdiction to ensure the provision of required parent education services and to fund these services. Finally, chapter 7 summarizes the research findings and presents recommendations for future directions. Related materials, including forms of questionnaires used, charts, and data tables are appended. (MP)

ED 225 670

PS 013 323

Parent Education Programs and Support Services in Edmonton. Summary.

Spons Agency—Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—82

Note—24p.; For related document, see PS 013 322.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Delivery Systems, *Educational Methods, *Financial Support, Foreign Countries, *Parent Education, *Participant Characteristics, *Program Content

Identifiers—*Alberta (Edmonton)

Major funders of parent education services in Edmonton, Alberta, requested a study to determine what additional parent education programs/support services were required for the city, and who should be responsible for funding and delivery of these programs/services. While a detailed description of the study's design and results is provided in a separate publication, this report includes the only summary of the study's recommendations and the major support findings upon which these recommendations were established. Related recommendations are categorized together and are listed in the order of priority within each category. These categories are: support services, parent (target) groups, program/service content, educational approaches, accessibility and attractiveness, and jurisdiction and funding. (MP)

ED 225 671

PS 013 324

Camp, Sharon L. Ed. And Others

Children: The Right to be Wanted. Draper Fund Report No. 11.

Draper World Population Fund, Washington, D.C. Pub Date—Dec 82

Note—32p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Birth Rate, Child Development, Child Welfare, Cost Effectiveness, Developing Nations, Early Parenthood, *Family Planning, *Family Problems, Foreign Countries, *Infant Mortality, *Overpopulation

Identifiers—*Birth Spacing, *Family Size, Latin America, Sudan, *Unwanted Children

The nine brief articles composing this report focus on several aspects of overpopulation and related problems. The first article discusses needs of third-world children in the last quarter of the twentieth century. The second discusses the importance of "childspacing," major health risks of excessive births, breastfeeding for birth spacing, and the need for more and better family planning. The third article briefly points out consequences of unwanted childbearing, emphasizing that every unwanted child is a threat to society 15 or 20 years down the road. Family disintegration in Latin America and its consequences for children are described in the fourth article. The fifth article reports findings of the Sudan Fertility Survey, focusing on how infant mortality affects reproductive behavior. The sixth and seventh articles briefly explore, respectively, the value and cost of children in changing societies, and family size and child development. Sex preference and its effect on family size and child welfare are briefly discussed in the eighth article; consequences of early childbearing are indicated in the ninth. (RH)

ED 225 672

PS 013 325

Heathington, Betty S. Ed.

Breaking Barriers: Overcoming Career Stereotyping in Early Childhood.

Pub Date—81

Note—85p.

Available from—University of Maryland, Reading Center, College of Education, College Park, MD 20740 (Paper, \$3.50).

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *Career Awareness, Career Choice, *Childhood Attitudes, Early Childhood Education, Elementary School Students, Employed Women, Instructional Materials, Preschool Children, *Sex Fairness, Sex Role, *Sex Stereotypes

Identifiers—*Masculinity

The articles in this monograph are centered around a common concern: barriers created by career sex-stereotyping and the input of such stereotyping during the early years of a child's life. The first group of articles is composed of five discussion papers that provide insight into stereotyping existing in language, careers, toys, books, media, and other aspects of daily living. The second group consists of five original research studies addressing such topics as children's perceptions of sex-role identification of tasks and children's occupational knowledge at three age levels (i.e., preschool, third, and sixth grade). Two annotated bibliographies make up the third group; these (1) cite children's books that show males in warm, caring, and sensitive relationships with children and (2) present women as both mothers and workers. Each article suggests implications for teachers, parents, and other adults who influence

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children's perceptions of their place in the world of work. (MP)

ED 225 673 PS 013 327

Snow, Charles W.

Characteristics of Federally Funded In-Service Day Care Training Programs.

Pub Date—Mar 82

Note—28p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (Tulsa, OK, March 17, 1982).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum, *Day Care, *Delivery Systems, Early Childhood Education, Federal Programs, *Financial Support, *Inservice Education, National Surveys, Participant Characteristics, Postsecondary Education, Program Evaluation, *Teaching Methods, *Training

The purpose of this study was to assess the characteristics of in-service day care training programs in the United States. The study covers programs which were partially or totally supported with federal funds. Questionnaires were sent to 161 programs which were in operation during the 1980-1981 fiscal year. Responses were obtained from 70 programs representing 23 states. The results of the study are discussed in terms of (1) program sponsors, (2) funding sources, (3) training staff, (4) target population, (5) delivery models and strategies, (6) teaching methods, (7) curriculum, (8) training materials, and (9) evaluation and monitoring. Responses in each category are analyzed and summarized in terms of common features, program differences, and overall trends. A list of training materials developed by the various projects is included in the appendix. (Author)

ED 225 674 PS 013 331

Shelton, Lawrence G.

Child Development Research in Court.

Pub Date—Mar 79

Note—19p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979).

Pub Type—Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Abuse, *Child Development, Child Neglect, *Court Litigation, *Family Problems, Foster Care, Mothers, Parent Child Relationship, *Research Needs, Schizophrenia

Identifiers—*Child Custody, *Expert Witness, Parent Rights

Recent trends in litigation involving child custody, parental rights, foster care, and child abuse draw heavily on interpretations of developmental research and theory. In a recent landmark case, a developmentalist testified on a number of issues for which scant developmental data were found. These issues included neonatal bonding and the development of attachments, consequences of separation from the mother and of subsequent reunion, maternal/infant relational qualities minimally necessary for normal development, maternal/infant interaction and relationships when the mother is schizophrenic, long-term consequences of rearing by a schizophrenic mother, and short- and long-term consequences of abuse during infancy. Inadequacies of currently available research to deal with these issues are discussed, and appropriate research strategies are defined. (Author/MP)

ED 225 675 PS 013 332

Talent, Barbara K. Busch, Suzanne G.

Improving Classroom Behavior: The Carrot and the Stick.

Pub Date—[82]

Note—15p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, Behavior Modification, *Classroom Techniques, *Elementary School Students, Guidelines, *Kindergarten Children, *Preschool Children, Preschool Education, Primary Education, Teacher Role, *Teaching Methods

A set of practical behavior change techniques for improving young children's classroom behavior are briefly discussed. Techniques are classified and discussed under two general categories: those that reduce frequency of behaviors ("sticks") and those that increase their frequency ("carrots"). Included under "sticks" are techniques such as ignoring the child's target behavior, time out (removing the child for a short time from all sources of attention), over-

correction and undoing (requiring the child to "overcorrect" his misbehavior in his own free time), and taking away privileges (for example, preventing the misbehaving child from participating in a favorite activity or playing with a preferred toy). Classified with the "carrots" are techniques such as giving attention and praising a positive behavior, shaping a behavior (breaking every target behavior into smaller components or steps, which are then reinforced), and contingencies and rules (having the child first demonstrate the target behavior before earning the privilege). To further illustrate how some of these "sticks" and "carrots" may be applied, seven typical and simplified cases are presented. (MP)

ED 225 676 PS 013 333

Weiser, Margaret G.

Assessment: A Teaching Prerequisite.

Pub Date—[82]

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Criterion Referenced Tests, *Early Childhood Education, *Evaluation Methods, *Formative Evaluation, Individual Needs, Norm Referenced Tests, Observation, *Summative Evaluation, Task Analysis, *Teacher Responsibility, Teaching Methods

Identifiers—*Assessment

Early childhood teachers generally have not recognized that assessment is a necessary adjunct to effective teaching, but instead have concluded that it is the concern of special educators or program evaluators. In fact, assessment can play a most important role in planning for and instructing all children. Assessment can be defined as a conscious, systematic process that includes (1) setting program goals; (2) setting child goals in relation to program goals; (3) pinpointing the child's status in relation to goal achievement; (4) developing and implementing goal-targeted instruction, including ongoing evaluation and modification when required; and (5) evaluating summatively both child and group attainment of goals, thus evaluating teaching. It is legitimate to expect teachers to use selected assessment procedures when appropriate and to be aware of the benefits of such procedures. Valuable assessment tools for early childhood educators include norm-referenced and criterion-referenced tests, casual and sporadic observation, and task analyses that describe children's modes of processing information and identify subtask sequences (the mastery of which leads to mastery of a complex terminal task). The idea of assessing all children involves a mind-set rather than a prescription; in other words, it serves as a reminder that a total group approach is as inappropriate in early education as it is in special education. (RH)

ED 225 677 PS 013 335

Smith, Doris O.

A Cognitive Approach to Stress Reduction for Early Childhood Professionals.

Pub Date—Jan 81

Note—10p.; Paper presented at the USC Piaget Conference (Los Angeles, CA, January 30, 1981) and at the Meeting of the California Association for the Education of Young Children (Fresno, CA, March 1980).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *Burnout, Child Caregivers, *Cognitive Development, *Cognitive Processes, Early Childhood Education, Elementary School Teachers, Individual Development, Models, Preschool Teachers, *Stress Variables, *Teacher Characteristics

Identifiers—Cognitive Complexity, *Cognitive Therapy, Piagetian Theory

For early childhood educators a cognitive approach to stress therapy is a valuable supplement to other approaches. Early childhood educators, like others, may develop psychological vulnerabilities that contribute to stress and depression. An exaggerated need for approval or an unhealthy demand for perfectionism may contribute to their experience of stress. Reducing stress through a cognitive approach involves defining the problem, reviewing options, and assimilating and accommodating the stressful event. Seemingly simple to make, attempts at stress reduction encounter various difficulties. The narcissism of teachers, their need to feel that they are in control, and their feelings of total responsibility can block efforts to reduce stress. Fur-

ther, teachers, like others, tend to feel desires strongly, see only how events affect themselves personally, and focus on their own point of view. As Piaget has pointed out, only through a conscious act of will can individuals overcome desire and gain a more inclusive perspective. The shift from desire to will is not automatic, but involves resistance to change as well as possible stress-influenced distortions of reality. Although the process may be difficult, early childhood educators can learn to recognize their own psychological vulnerabilities, observe how they are activated in certain situations, protect themselves from cognitive distortions, and invoke will over desire in stressful situations. (RH)

ED 225 678 PS 013 338

Dittmann, Laura L., Ed. Ramsey, Marjorie E., Ed. Their Future Is Now... Today Is for Children.

Spons Agency—Association for Childhood Education International, Washington, D.C.

Report No.—ISBN-0-87173-102-9

Pub Date—82

Note—51p.

Available from—ACEI Publications, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 (Paper, \$5.75, plus 10% for postage and handling. No billed orders under \$10.00).

Pub Type—Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Alienation, Curriculum Development, Developmental Stages, *Educational Improvement, *Futures (of Society), Leadership, *Moral Development, *Social Change, *Social Problems

Six very different articles focusing on the prospects of today's youth upon reaching adulthood have been assembled in this booklet. The introductory chapter surveys the articles, with special attention given to technology's effects on life and education both now and in the future. The first article points out changes, good and bad, that will affect education on world, national, state, and domestic levels in the 1980s. A "futuristic" curriculum is described in the second chapter. The third article, reprinted from Harper's Magazine by special permission, discusses the historical development of the idea of childhood, describing aspects of children's lives in the United States today (for example, pervasive hostility toward children). The fourth article discusses the development of children's negative reactions; their ability to refuse and say, "No"; and the implications of this development for moral conduct and character growth. The fifth article advocates the total eradication of the present educational system and calls for its replacement by a new system. The final article issues a call for new educational leaders who are compatible with the world as it really is. (RH)

ED 225 679 PS 013 339

Training For Child Care Work: Project Fresh Start. A CETA Program Model, Worcester, Massachusetts.

Women's Bureau (DOL), Washington, D.C.

Pub Date—79

Note—57p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-002-00055-0, \$3.25).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Caregivers, *Day Care, Early Childhood Education, *Economically Disadvantaged, Employed Women, *Models, Participant Characteristics, Program Administration, Program Descriptions, Program Development, *Teacher Aides, *Training Methods

Identifiers—Comprehensive Employment and Training Act, Massachusetts (Worcester), *Project Fresh Start

This paper describes a model providing a framework through which communities can work to meet the critical shortage of adequate quality child care facilities and services in rural as well as urban areas. This CETA program model, called the Fresh Start Approach, offers skills training and supportive services to economically disadvantaged women within the Worcester, Massachusetts, Manpower Consortium area who wish to become child care aides in schools and centers. Following an introductory chapter discussing the rationale for developing such a model, the approach is described in terms of objectives, design and activities, the characteristics of the Worcester Manpower Consortium as a prime spon-

sor, the grantee, participants' characteristics, the training cycle, and use of the model. Related materials corresponding to each of the above issues are appended. (MP)

ED 225 680 PS 013 340

Mason, Theresa Espinoza, Renato
Working Parents Project. Final Report. Executive Summary.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Contract—400-80-0107

Note—29p.; For related document, see PS 013 343.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blacks, Comparative Analysis, Early Childhood Education, *Employed Women, Employee Attitudes, Employer Employee Relationship, Ethnic Groups, *Family Relationship, *Family School Relationship, Fathers, Interviews, Mexican Americans, *Mothers, *Parent Role, Stress Variables, Whites, *Work Environment Identifiers—*Texas

Summarized in this report is a study designed to explore the interrelationships that develop over time between two of the most important aspects of people's lives: their work and their families. Specifically, the study focuses on how the nature of women's jobs influences the system of nuclear family relationships and affects parents' involvement with their children's schools. Conducted over a period of 2 years, the investigation included two phases. In the first phase, subjects studied were 15 dual-earner families in which the mother was working in one of three types of jobs within a large telephone company. The second phase included 15 dual-earner families in which women worked in "non-exper" jobs in three large banks in a Texas city. The jobs of women in these respective phases clearly differed in (1) the amount of autonomy given on the job, (2) the overall salary levels associated with the jobs, and (3) the degree of flexibility employers granted for short-term leave (e.g., sick and personal leave). Findings, collected from three in-depth interviews (two with the working women and one with their husbands), are discussed in terms of general sample characteristics, general work conditions of women, work and family histories, and work and family interrelatedness. (MP)

ED 225 681 PS 013 341

Melvin, Judy And Others

Parent Involvement in Education Project (PIEP).

Final Interim Report.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—30 Nov 82

Contract—400-80-0107

Note—148p.; For related document, see PS 013 342.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, Elementary Education, Elementary Schools, *Parent Attitudes, *Parent Participation, *Parent Role, *Parent School Relationship, Participant Characteristics, Participant Satisfaction, Questionnaires, *School Activities, State Surveys, Teacher Attitudes

This study explores the attitudes of parents of elementary school children towards involvement in various school activities. A sample of 2,083 parents who had at least one child in a public elementary school was selected from a six-state region. Working through both the state and local Parent Teacher Association, project staff distributed a questionnaire asking parents about their attitudes toward involvement, their interests in the various parent involvement roles, their interests in participating in school decisions, and their actual participation in specific parent involvement activities. They were also asked for suggestions to improve parent involvement and questioned about the reasons parent involvement decreases at the high school level. Results suggested that respondents had a generally favorable attitude toward a wide variety of parent involvement activities. Parents expressed a strong interest in participating in school decisions, as well as in supporting school activities and tutoring their own

children at home. They reported a moderate level of participation in activities related to home tutoring and support of school events, and a very low level of participation in those activities related to school decision making. (Author/MP)

ED 225 682 PS 013 342

Stallworth, John T. Williams, David L. Jr.

A Survey of Parents Regarding Parent Involvement in Schools. Parent Involvement in Education Project. Final Report. Executive Summary. Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Contract—400-80-0107

Note—28p.; For related document, see PS 013 341.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, *Elementary Schools, *Parent Attitudes, *Parent Participation, *Parent Role, *Parent School Relationship, Participant Characteristics, Participant Satisfaction, Questionnaires, *School Activities, State Surveys

Summarized in this report is a study designed to explore the attitudes of parents of elementary school children towards parent involvement in various school activities. Working with both the state and local PTA in six states, project staff distributed a questionnaire asking parents about their attitudes toward parent involvement, their interest in taking part in school decisions, and their actual participation in certain parent involvement activities. Parents were also asked about suggestions to improve their involvement and queried as to why parent involvement decreases at the high school level. Results from 2,083 returned questionnaires, presented in tabular as well as text form, suggested that respondents have a generally favorable attitude toward many types of parent involvement activities and are very interested in participating in school decisions as well as in supporting school activities and tutoring their own children at home. Parents reported a moderate level of participation in activities related to home tutoring and to support of school events, along with a very low level of participation in those activities related to school decision making. (MP)

ED 225 683 PS 013 343

Mason, Theresa Espinoza, Renato

Working Parents Project (WPP). Final Interim Report.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-80-0107

Note—257p.; For related document, see PS 013 340.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blacks, Comparative Analysis, Early Childhood Education, *Employed Women, *Employee Attitudes, Employer Employee Relationship, Ethnic Groups, *Family Relationship, *Family School Relationship, Fathers, Interviews, Mexican Americans, *Mothers, Parent Role, Stress Variables, Whites, *Work Environment Identifiers—*Texas

Results are reported from a 2-year study designed to explore how the nature of women's jobs, as viewed by women and their husbands, influences the system of nuclear family relationships and affects parents' involvement with their children's schools. The research has evolved into a comparative exploratory study of the responses of 30 families to wives' employment in jobs requiring no more than a high school education. All of the participating families, representing Anglo, Black, and Mexican-American ethnic groups, were generally at the same stage of family cycle. Specifically, wives' employment took place within two types of businesses: (1) a large telephone company where working women experienced little autonomy in organizing their work, close supervision and high pressure, and almost no flexibility in taking short-term emergency leave to deal with family/children's needs; and (2) three large banks in which women experienced a greater range of autonomy, a much more relaxed relationship with their supervisors, and relatively

flexible policies for short-term emergency leave. Evidence was presented which suggests a link between low autonomy/rigid short-term leave policies and the following effects: greater stress and strain on the system of relationships within the nuclear family, mothers' feelings of parental inadequacy, and lower levels of parent involvement in the schools. Interview schedules used for the first and second phases of the study, descriptions of work and family environment scales, tabular data, and other related materials are appended. (MP)

ED 225 684 PS 013 344

Simkinson, Charles H. Redmond, Robert F.

Parents Helping Parents: Mutual Parenting Network Handbook.

Montgomery County Public Schools, Rockville, Md.

Pub Date—82

Note—45p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Development, *Child Rearing, *Community Role, Cooperation, Coordination, Decision Making, Family Life, Family Problems, Guidelines, *Home Management, *Parent Responsibility, *Social Networks, Work-sheets

Identifiers—*Mutual Parenting

Guidelines for mutual parenting are provided in this handbook. "Mutual parenting" means that everyone in the community shares the responsibility for the safety and well-being of the community's youngsters. Several topics are discussed in the 15 brief chapters of the handbook. Chapters 1 through 3 focus on the formation of a mutual parenting network. Chapters 4 through 7 discuss the need for common guidelines among parents and suggest ways of making discipline in the home more businesslike, additionally offering 10 guidelines for establishing a set of family rules. Chapter 6 provides three home management worksheets related to topics presented in the previous chapter. Chapter 8 very briefly discusses special issues of dual-career or single-parent families. Chapters 9 through 10 focus on the definition and selection of consequences for children's responsible and irresponsible behavior; management worksheets related to these topics are offered. Ways parents can be do-it-yourself psychologists in their own homes are described in Chapter 11. Chapters 12 through 14 suggest a way to reduce disagreement about mutual expectations among family members, list four steps to good employee/management relationships, and touch on the importance of volunteer work and community service for young persons. A sequence of parent activities for implementing the ideas suggested is provided in the concluding chapter. Appended are proposed guidelines for parental decision making regarding communitywide conduct standards for youth. (RH)

ED 225 685 PS 013 347

Emerson, Peggy Leigh, Cindy

Block Cities and Magical Robots: "New Keys" to the Basics.

Pub Date—[79]

Note—15p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Criteria, *Curriculum Enrichment, Elementary Education, *Expressive Language, *Language Arts, *Learning Activities, *Learning Experience Identifiers—*Symbolic Representation

The blockbuilding, painting, and oral expressions of young children provide evidence of a natural tendency to symbolize experience and to use the symbolic elements of expressiveness, creativity, and living form. Up to the present time, educators have not fully grasped the fact that the need to symbolize is at the base of all education. They should recognize that the real task of schooling is to extend the "expressed need" of the child's inner world to other modes of knowing. In designing language arts activities to include the total brain process, teachers may find it helpful to consider seven criteria developed from the works of Susanne Langer and Marshall McLuhan. (A rationale for conducting language arts activities involving both brain hemispheres is provided, criteria for designing such holistic activities are listed, and specific activities for each criterion are suggested.) (RH)

ED 225 686 PS 013 348
Family Support Systems: Alternative Child Care Arrangements.

Winthrop Coll., Rock Hill, SC. School of Consumer Science and Allied Professions.
Pub Date—Nov 82
Note—108p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Audiovisual Aids, *Day Care Centers, Early Childhood Education, *Employed Women, *Employee Attitudes, *Employer Supported Day Care, *Marketing, Models, Needs Assessment, Pamphlets, Program Descriptions, Questionnaires, Surveys, Tables (Data), Tax Deductions

Identifiers—Appalachia, *South Carolina

Winthrop College, a resource center for information on employer-sponsored child care, conducted an Appalachian Regional Commission project designed to assess the feasibility of employer-sponsored child care, gather technical information about current models, determine child care needs of working women in South Carolina, and encourage employers to become involved in meeting the family needs of employees. Project activities undertaken included surveys of needs and attitudes of working women, research on related literature, visits to existing employer-sponsored programs, and development of an information and promotion package consisting of an audiovisual presentation "Child Care and Company," a supplemental booklet, and a separate pamphlet suitable for mailing. Nineteen pages of this project report describe the design, implementation, and findings of the project. The bulk of the report consists of approximately 90 pages of appended materials, including copies of questionnaire forms and related materials, presentations of survey data, a description of relevant tax incentives, and summary descriptions of 11 operating employer-sponsored programs. The final appendix outlines options, advantages, disadvantages, and tax incentives for several employer-sponsored child care program models. On-site, consortium, vendor, voucher, child care, information and referral, and school-age child care models are included; child care programs exemplifying most models are listed. (RH)

ED 225 687 PS 013 349
Children in the Built Environment: A Bibliography.

Department of Housing and Urban Development, Washington, DC. Office of International Affairs. Report No.—HUD-IA-549
Pub Date—May 80
Note—26p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, *Community Characteristics, Day Care, Early Childhood Education, *Educational Environment, Ethnic Groups, *Family Environment, Periodicals, *Playgrounds, *Social Environment, *Urban Environment

Documents cited in this annotated bibliography focus on the often neglected problems of children in the "built environment": at home, at play, at school, and in the community. Twenty entries are from foreign countries; 74 are from the United States. It is hoped that these references will be useful to all who are interested in problems and programs dealing with the built environment, including public housing designers and managers, housing standards officials, and day care center managers. Most of the items listed are available in the Department of Housing and Urban Development (HUD) library or from HUD's Foreign Information Retrieval System (HUD/FIRS) in the Office of International Affairs. Numbers in parentheses following citations provide HUD library call numbers or FIRS document numbers. (RH)

ED 225 688 PS 013 351
Hamburg, Martin D. And Others

How I Grow: Birth Through Five. A Guidebook for Parents.
Suffolk Child Development Center, Smithtown, NY.
Pub Date—Jan 83
Note—62p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Development, Child Rearing, Guidelines, *Infants, Parent Materials, Parent Responsibility, *Parent Role, *Preschool Children

Identifiers—*Parenting

Designed to be hung on a wall at home and filled in by parents, this guidebook offers a timetable for charting children's growth and provides ideas about activities parents and children can do together. After indicating characteristics of the newborn, the timetable progresses in 3-month intervals up to the eighteenth month. The period from 18 months to the third year is covered in 6-month intervals. The period from 36 months to 5 years of age is covered in intervals of 1 year. Concluding pages of the booklet provide dental information, a childhood immunization checklist, and the names, addresses, and phone numbers of all 13 New York State Early Childhood Direction Centers, which parents are encouraged to call if they believe their child may have a problem in any area of development. (RH)

ED 225 689 PS 013 355
Stickney, Fred
Latch Key Cares for Kids: A Guide for a Successful Child Development Program.

Pub Date—81
Note—100p.
Available from—Fred Stickney, 1318 Rimer Drive, Moraga, CA 94556 (Paper, \$9.95; quantity price, \$7.95).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*After School Day Care, *Educational Facilities, *Enrollment, Guidelines, *Parent Participation, Program Administration, *Program Development, *Staff Development
Identifiers—*Latchkey Children

Intended for those interested in starting a latchkey child care program for school-age children, this manual provides information on how to start, operate, and maintain such a project. Specifically discussed are enrollment procedures, facilities and space requirements, staff training and development, program objectives and content, parent participation, and program budget and evaluation. A list of reading materials relevant to latchkey child care programs and other related child care issues is also provided. (MP)

ED 225 690 PS 013 357
Gallegos, Margaret

Learning Academic Skills through Play.
Pub Date—Jan 83

Note—38p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27-29, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, *Conventional Instruction, *Kindergarten Children, *Mastery Learning, *Play, *Preschool Children, Preschool Education, Pretests Posttests

The purposes of this study are (1) to identify the relationship between play and achievement in preschool and kindergarten students and (2) to compare academic skill mastery levels between two types of school groups: play curriculum and direct teacher instruction. A total of 48 preschool and kindergarten students, half enrolled in a curriculum that stressed learning through play activities and half in a curriculum that stressed learning through direct teacher instruction, were pretested and posttested on a number of academic readiness skills using the Brigance Diagnostic Inventory of Basic Skills. Out of 14 skill sections tested, the preschool play group scored additional gains over the direct instruction group in 13 skill sections. Of 16 skill sections tested, the kindergarten play group scored additional gains over the direct instruction group in 11 skill sections. It is suggested that in order for heightened academic learning to take place, the inclusion of play in early childhood programs seems to be necessary. (Author/MP)

ED 225 691 PS 013 358
Chiu, Jih-Peng P. Nevius, John R.

Wishes of White and Mexican American Kindergarten Children: An Index of Materialistic Preferences.
Pub Date—Jan 83

Note—15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27-29, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anglo Americans, Comparative Analysis, Cultural Differences, *Cultural Influences, Kindergarten, *Kindergarten Children, *Mexican Americans, Selection, *Toys
Identifiers—Materialism, *Pets, *Preferences

In order to investigate whether cultural differences appear in children's desire for material objects, three wishes expressed by each of 44 Mexican-American and 46 non-Hispanic kindergarten children were solicited and used as indices of children's materialistic preferences. "Materialistic wishes" were defined as those that expressed personal desire to possess tangible objects, activities, and inclusive materials (such as money). It was found that out of the six subcategories of materialistic wishes (toys, pets, equipment, vehicles, houses, and inclusive materials), toys and pets were the most frequently mentioned by children, regardless of race and sex. In terms of racial differences, Mexican-American children appeared to wish for toys more often than for pets, whereas non-Hispanic children tended to prefer pets and other material objects to toys. It is therefore suggested that social and cultural background is related to the wish-making behavior of young children. (Author/MP)

ED 225 692 PS 013 359
Holmes, Clarissa S. And Others

Parents' and Teachers' Differing Views of Short Children's Behavior.
Pub Date—Aug 82

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Age Differences, *Behavior Patterns, Behavior Problems, *Body Height, *Children, Comparative Analysis, Maturity (Individuals), *Parent Attitudes, Physical Characteristics, Sex Differences, *Teacher Attitudes

Children over two standard deviations below height expectations have been described by researchers as being behaviorally immature and shown to be emotionally inhibited. The present study seeks to extend these findings by systematically evaluating what role age, sex, and etiology factors may have in the behavioral adjustment of groups of children with constitutional delay (CD), growth hormone deficiency (GHD), or Turner's Syndrome (TS). Fifty-six children and adolescents ages 6 through 16 years whose height was a minimum of two standard deviations below expectations for age (secondary to either GHD, CD, or TS) were studied. Both parent and teacher ratings were employed to provide cross-situational measures of behavior. Of the groups studied, adolescent females were rated by teachers and parents as showing the greatest behavioral immaturity and emotional inhibition. Although teachers' ratings discriminated children's behavior by age and sex factors, parent ratings appeared to be more influenced by children's diagnoses. Significant school problems were noted on parent ratings for all groups of children except the younger CD group. (Author/MP)

ED 225 693 PS 013 360
Serafica, Felicissima C. Sweazy, Linda B.

A Developmental Analysis of Children's Conceptions of Learning Disability.
Pub Date—Aug 82

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Children, Cognitive Ability, Comparative Analysis, *Comprehension, Knowledge Level, *Learning Disabilities, Questionnaires

This study was undertaken to determine whether normal children's descriptions, explanations, and ideas about the treatment and prognosis of learning disabilities change with age. Participating were 120 middle-class children of average intelligence, equally representing both sexes, and each age from 7 through 12 years. Subjects, individually interviewed, completed an open-ended questionnaire. For each dimension (i.e., descriptions, explanations, treatment, and prognosis) children's responses were scored according to a category system of hierarchically ordered levels of reasoning. Results indicated

that age-related changes characterize each dimension. With increasing age, children's descriptions and explanations, as well as their ideas about the treatment and prognosis of learning disability, change from being undifferentiated, incomplete, and inaccurate to being more differentiated, complete, and accurate. (MP)

ED 225 694

PS 013 363

Enahwo, J. Okpako

A Case Analysis of the Provision of Pre-Primary Educational Facilities in Nigeria.

Pub Date—Nov 82

Note—12p; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 11-15, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Day Care, Early Childhood Education, Foreign Countries, Futures (of Society), *Government Role, *Nursery Schools, *Public Policy, *Universities

Identifiers—*Nigeria

For a long time now, the government provision of nursery schools has been completely relegated to the background in the Nigerian educational system. It was not until the evolution of the National Policy on Education in 1977 that nursery education was recognized as a worthwhile introduction to the nation's educational system. Prior to this development, nursery schools were regarded by the general populace as bourgeois facilities meant for the children of the educated elite and political leadership. The rationale for this conception can be considered from both the economic standpoint and with respect to the complete lack of direction and policy evident within the government. As a result, the provision of nursery schools and day care centers became almost exclusively the preserve of individual entrepreneurs who saw the prevailing condition as an opportunity to amass wealth from the working class and the helpless urban population. It was within such a climate of affairs that Nigerian universities pioneered the provision of nursery schools alongside staff primary schools, as a service and not a business concern. (Author)

RC

ED 225 695

RC 011 652

Davis, Michael W. Reichle, Marvin N.

Boater Performance Course Curriculum Outline.

Recreational Boating Inst., Tulsa, OK.

Pub Date—76

Note—48p; For related documents, see RC 011

653-654.

Available from—Recreational Boating Institute Inc., University of Tulsa, 600 S. College, Tulsa, OK. 74104 (\$18.00 or \$25.00 per set).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Accident Prevention, *Boat Operators, Course Objectives, Decision Making Skills, Emergency Programs, *Experiential Learning, Map Skills, Meteorology, *Navigation, *Outdoor Education, *Recreational Activities, *Safety Education, *Skill Development, Units of Study

One of three related documents on recreational boating, this curriculum outline presents units of study designed to provide the knowledge, attitudes, and skills essential for safe boating behavior in all recreational boating activities. Fourteen units of study cover all phases of boat operation and are geared to the 15- or 16-foot power boat—the most popular size and type of boat used for recreation in the United States. In addition to course orientation and pre- and post-test sessions, the units cover natural laws affecting navigation, boating rules and regulations, navigational aids and devices, preparation of the boat for getting underway, boat operation, docking and anchoring, weather and water conditions, emergency decision making, and causes and prevention of common boating problems. Behavioral objectives are stated for each unit of study and followed by a brief description of the related learning experiences, a list of necessary materials, and assignments in the student workbook and resource manual. Though on-the-water experiences are suggested, they are an optional part of the course. The curriculum is used to train both students and course instructors and includes two instructors' units on teaching methods and program implementation.

Five laboratory exercises supplement the curriculum outline, which teaches skills essential for safe boating behavior. (JH)

ED 225 696

RC 011 653

Davis, Michael W. Reichle, Marvin N.

Boater Performance Course Resource Manual.

Recreational Boating Inst., Tulsa, OK.

Pub Date—77

Note—82p; For related documents, see RC 011

652-654.

Available from—Recreational Boating Institute, Inc., University of Tulsa, 600 S. College, Tulsa, OK. 74104 (\$4.00 or \$25.00 per set).

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Accident Prevention, *Boat Operators, Decision Making Skills, *Emergency Programs, Glossaries, Map Skills, Meteorology, *Navigation, *Outdoor Education, *Recreational Activities, Recreation Legislation, *Safety, Safety Equipment, Skill Development, Traffic Control, Traffic Safety

Designed to serve as the primary resource material for instructors and students participating in the Boater Performance Program, this manual is one of three documents prepared for the course, which teaches the skills essential for safe boating behavior in all recreational boating activities. Information deals with all phases of boat operation and is geared to the 15- to 16-foot power boat, the most popular size and type of boat used for recreation in the United States. An introductory chapter discusses individual responsibility with regard to boating safety and protection of the aquatic environment and summarizes legislation regulating recreational boating. Subsequent chapters cover natural laws affecting boating (specifically, Newton's laws of motion), rules and regulations of the aquatic roadway, aids to navigation, a boat operator's safety checklist, docking and anchoring, weather and water conditions, emergency procedures, prevention and correction of boating problems, and handling the boat on land. Discussion of navigational aids includes buoys, daymarks, lighthouses, electronic equipment for small boats, charts, and compasses; emergency procedures are described for situations such as person overboard, capsizing, fire afloat, lost, and aground. The text is illustrated and a glossary of 100 boating terms is appended. (NQA)

ED 225 697

RC 011 654

Davis, Michael W. Reichle, Marvin N.

Boater Performance Course Student Workbook.

Recreational Boating Inst., Tulsa, OK.

Pub Date—77

Note—26p; For related documents, see RC 011

652-653.

Available from—Recreational Boating Institute, Inc., University of Tulsa, 600 S. College, Tulsa, OK. 74104 (\$3.00 each or \$25.00 per set).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Accident Prevention, *Boat Operators, Decision Making Skills, Emergency Programs, Experiential Learning, Learning Activities, Map Skills, Meteorology, *Navigation, *Outdoor Education, *Recreational Activities, *Safety Education, Simulation, *Skill Development, Workbooks

A variety of learning activities are presented in this workbook, one of three related documents prepared to teach the skills essential for safe boating behavior in all recreational boating activities. Twenty workbook activities are correlated with material covered in class sessions and information contained in the resource manual developed for the program. The workbook is designed so that student responses may be recorded as a permanent record for future reference. Activities relate to natural laws affecting boating, boating rules and regulations, rules of the aquatic roadway, use of the compass, loading the boat, docking and anchoring, weather, and emergency decision making. Activities include clipping news items about boating accidents and analyzing the results and causes of the accidents, calculating the force of impact and damage factors for varying boat weights and speeds, diagramming boat maneuvers and night signals, simulating emergencies and recording reaction times, and completing float plans and accident reports. Only the final activity requires on-the-water performance; it provides a 25-step evaluation of boat operation including starting, maneuvering, anchoring, following emergency procedures, and docking. (JH)

ED 225 698

RC 013 642

Eckles, David Toro, Leonor, Ed.

Portugal.

Connecticut State Migratory Children's Program, New Haven; Hamden-New Haven Cooperative Education Center, Conn.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—Sep 82

Note—57p.

Available from—Ethnic/Arts Migrant Project, Hamden-New Haven, Cooperative Education Center, 1450 Whitney Avenue, Hamden, CT 06517-2497. Hamden, CT 06517-2497.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Area Studies, Cultural Education, Elementary Education, Foreign Countries, *Geographic Location, *Geography, Illustrations, *Learning Activities, *Migrant Education, Musical Instruments, Social Studies, *Units of Study, Vocabulary Development

Identifiers—*Portugal

Brief information is provided on the region, climate, agriculture and industry of 10 provinces in Portugal: Trás-os-Montes e Alto Douro, located in Portugal's northeastern region; Beira Alta, the province with Portugal's highest elevation point; Beira Baixa, one of Portugal's poorest regions; Beira Litoral, located in central Portugal along the Atlantic coastline; Alto Alentejo, often referred to as the "Portuguese granary" because its dry, rolling plains are Portugal's wheat lands; Baixo Alentejo, Portugal's largest province but with few people; Ribatejo, the province which is very rich in Roman, Arabic, and Gothic Art; Estremadura, the province known for its beautiful sandy beaches and fishing villages; Algarve, Portugal's smallest province; and Minho, where Portugal was founded and which features many shrines and monuments of worship. Following the discussion of each province are illustrations of the region's industry and people and activity sheets with fill-in-the-blank, true/false, multiple choice, and matching exercises. The booklet also includes a map of Portugal, a word search, and illustrations of 12 musical instruments, i.e., pandeireta (tambourine), bombos (large drums), tambor (drum), flauta (flute), ferrinhos (triangle), pratos (cymbals), gaitarra (guitar), viola, concertina, realejo (a barrel-organ), castanholas (castanets), and gaita de foles (bagpipe). (NQA)

ED 225 699

RC 013 664

Addleton, Bob And Others

Development/Operation of a Multisystem Staff Development Consortium in Rural Alabama.

Pub Date—22 Nov 82

Note—36p; Paper presented to the National Conference of the National Council of States on Inservice Education (Atlanta, GA, November 22, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, *College School Cooperation, Consortia, Cooperative Planning, Cooperative Programs, Credit Courses, *Delivery Systems, Evening Programs, Financial Support, Higher Education, Inservice Education, Inservice Teacher Education, Institutional Cooperation, *Noncredit Courses, Program Design, *Rural Education, *Staff Development, Workshops

Identifiers—Alabama, *Northeast Alabama Consortium Profession Develop, *University of Alabama

The rural Northeast Alabama Consortium for Professional Development is composed of five local school systems and an institution of higher learning that have joined together to share resources and enhance educational opportunities for teachers and students. The Consortium was formed as a result of the impact of three major factors: the Alabama State Board of Education's resolutions requiring formal inservice programs forced local school districts to seek alternatives for providing quality staff development opportunities for teachers; factors related to geographic location and diverse needs forced some local school districts and institutions of higher learning to explore creative options for establishing good staff development programs at extended locations; and lack of funding for the statewide inservice plan required local school districts to seek ways to fund the mandated staff development programs. In three years of operation, nearly 3,000 persons have

attended inservice sessions offered through the Consortium. The document provides general information on the purpose of the Consortium, design of workshops and delivery of instruction, services provided, and financing the Consortium. In addition, the Consortium is viewed from the perspective of a local education agency (LEA), the College of Education, and the Division of Continuing Education. Seven attachments provide additional information and program forms. (BRR)

ED 225 700

RC 013 679

Mulusa, Thomas

Structured Courses as a Strategy for Rural Development: A Case Study of the Kenya Farmer Training Centres.

Pub Date—Sep 82

Note—298p.; Doctoral Dissertation, University of Massachusetts. Appendices are marginally legible due to light, broken type.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Adoption (Ideas), *Adult Farmer Education, *Course Organization, *Curriculum Design, Developing Nations, Educational Principles, Experimental Programs, Experiment Stations, *Extension Education, Foreign Countries, *Government Role, Nonformal Education, Policy Formation, Residential Programs, *Rural Development, Trainers

Identifiers—*Farmer Training Centres (Kenya), Kenya

Using library search, structured interviews, mail questionnaires, and personal observations, Kenya's Farmer Training Centre (FTC) Program (a 30-year old experimental rural development strategy) was assessed in terms of its curriculum. How structured courses are utilized within the FTC program should be of interest to administrators, trainers, and curriculum developers. Nonformal education enterprises, the FTC included, have grown out of the same bedrock of curriculum theory as formal education; principles and methods developed for the one are relevant to the other. It was found that FTC objectives had not been clearly specified at national, regional, or institutional levels. The Ministry of Agriculture had failed to implement crucial reforms. Trainers showed lack of essential background information about their trainees, complacency concerning the nature of the FTC curriculum, and little commitment to remaining in the program. A major reorganization of the farmer training effort should be implemented which would reach larger numbers of small scale farmers and provide more relevant education than do existing small scale FTCs. The FTCs would become staff development and resource centers for the agricultural extension system in the proposed model. (BRR)

ED 225 701

RC 013 724

Churchill, Ward

Report on First Annual Native American Career Day.

Pub Date—78

Note—19p.; Paper copy not available due to poor print quality.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, *Career Awareness, *Educational Opportunities, High Schools, *High School Students, *Planning, *Workshops

The report highlights, in two pages, the First Annual Native American Career Day for high school students held at the Denver Indian Center on February 3-4, 1978. It is noted that planning began in September, 1977, for the event which was attended by 40-50 students on February 3rd and by 200 community people on February 4th. The major part of the report is the appendices which include a list of planning committee members and their addresses, a line budget for the event, a list of committees (i.e., exhibition, public relations, food, fund raising) and chairpersons, a form letter inviting organizations for their participation, a timeline used for publicity, a list of workshop participants and contributors, and the agenda. (ERB)

ED 225 702

RC 013 733

An Assessment of the Post-Secondary Education Assistance Program and the Occupational Skills Training Program. Report.

Ontario Indian Education Council, Toronto.

Pub Date—Mar 81

Note—170p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Vocational Education, *American Indian Education, *Canada Natives, Community Support, *Federal Indian Relationship, Foreign Countries, *Higher Education, *Student Financial Aid

Identifiers—Canada, *Post Secondary Education Assistance Prog (Canada)

In 1980, the Ontario Indian Education Council with the cooperation and assistance of the Association of Iroquois and Allied Indians, Grand Council Treaty No. 3, Grand Council Treaty No. 9, and the Union of Ontario Indians undertook to consult the Indian people of Ontario on the proposed Post-Secondary Education Assistance Program (E-12) guidelines. Twenty-four recommendations reflect the will of the Indian people obtained by various interactions (interviews, workshops, and historical analyses). General recommendations for implementation to the guidelines are: (1) preamble to guidelines should clearly state post-secondary education is a right and not a privilege, and the federal government has responsibility to fund Indian students in higher education; (2) delete residency requirement for eligibility to financial assistance; (3) lengthen time permitted for funding to obtain any degree; (4) submission of student records should not be required to obtain funds; (5) broaden status of student's dependents; (6) describe functions of the Receiving and Sending Counsellor; and (7) the Occupational Skills Training Program should be retained under non-discretionary education funding and training weeks increased to 160. (ERB)

ED 225 703

RC 013 741

Camp Courageous of Iowa Staff Manual.

Camp Courageous of Iowa, Monticello.

Pub Date—81

Note—210p.

Available from—Camp Courageous of Iowa, P.O.

Box 514, Monticello, IA 52310 (\$10.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attendants, *Disabilities, Handicap Identification, Health Services, *Individual Characteristics, Occupational Information, Older Adults, *Outdoor Activities, *Outdoor Education, Policy, *Resident Camp Programs, Sign Language

Designed as a useful and practical tool for the staff at Camp Courageous of Iowa, a year-round residential camp serving all handicapped individuals, the manual outlines safety rules for camp activities, characteristics of the mentally and physically handicapped, and a general description of the camp and its objectives. Contents of the manual include job descriptions (i.e. counselor, activity specialist, camp director, nurse, food supervisor); policies and procedures for emergency, staff, kitchen, and cabin; descriptions of causes and characteristics of the mentally handicapped and physically disabled; tips for caring for campers with special needs (wheelchair safety, feeding techniques, positioning and handling); communication with the deaf camper (language of sign and finger spelling); and dealing with behavior problems. Information on camper health provides general camper care, nursing policies, first aid, and procedures for cardiopulmonary resuscitation, Heimlich maneuver, and artificial respiration. Descriptions of 25 camping activities offer objectives for activity, safety rules, procedures, and equipment to use. A 52-item bibliography and forms for camper application and evaluation, as well as employment are included. (ERB)

ED 225 704

RC 013 742

Handbook for Residential Environmental Education.

Jefferson County Public Schools, Louisville, Ky.

Pub Date—Jul 82

Note—131p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adventure Education, Check Lists, Elementary Education, *Environmental Education, *Experiential Learning, Guidelines, *Outdoor Activities, *Outdoor Education, Parent

Participation, *Planning, Program Evaluation, *Resident Camp Programs, Student Costs, Student Teacher Relationship, Worksheets
Identifiers—Jefferson County Public Schools KY, Menu Planning

The handbook contains information for teachers, students, and parents which should assist in making Jefferson County Public Schools' resident environmental education program a beneficial experience for all concerned. Descriptions of the various camping facilities near Lexington are presented to aid in camp selection. A check list is given for the teacher as well as suggested menus, money raising ideas, scheduling the day, and ideas for activities (taking a closer look on a hike, activities for base camp, high adventure activities, and rainy days). Guidelines are suggested for handling the excitement of lights out; preparing for and following up the resident experience; and evaluating the experience by parents, students, and teachers. A list of environmental education organizations and a bibliography are included. Sample forms are provided for parents concerning field trip permission and release, kinds of clothing recommended, medical information, interest solicitation, and general trip information. Worksheets for students include mini-forest study, leaf study, history found in a cemetery, animal classification, a scavenger hunt, bird watching, pond discovery, and games and puzzles. Parent and student post-camp questionnaires, answer keys, and information on library material selection and adoption procedures conclude the document. (BRR)

ED 225 705

RC 013 744

Worthington, Robert M.

Rural Education: A National Commitment.

Pub Date—11 Oct 82

Note—17p.; Paper presented at the Annual Rural Education Association Conference (74th, Rockport, ME, October 11, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Committees, *Federal Government, Federal State Relationship, *Government Role, High Schools, *Rural Education, Small Schools

Identifiers—*Networking, *Priorities

The paper reviews work being done by two established Department of Education (ED) committees which are addressing concerns and issues related to rural education—the Intra-Departmental Committee on Rural Education (with representation from all 14 offices or units in the Department) and the Federal Intra-Agency Committee on Education's Rural Education Subcommittee (with membership drawn from across the Federal Government). Priorities which have arisen as a result of national conferences are noted. Among activities listed for the Intra-Departmental Committee are developing a resource directory of rural education contacts within the Department and compiling indexed summaries of the Department's 43 programs and thousands of projects related to rural education. A Rural Education/Small Schools Network has been formed and the needs it is addressing are noted. Activities covered for the Inter-Departmental Committee include preparing a consolidated report on all Federal activities related to rural education, determining the total Federal cost of those activities, identifying any inconsistency of effort among those activities, and determining what impact ED initiatives in rural education have on other Federal agencies. The conference's theme, "The Year of the High School," is addressed by stressing that rural high schools need extraordinary resources and extraordinarily resourceful teachers to compensate for their isolation. (BRR)

ED 225 706

RC 013 745

Soto, Lourdes Diaz

Self-Esteem: A Theoretical Framework and the Implications for Migrant Children.

Pub Date—Jan 83

Note—10p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, *Adjustment (to Environment), *Child Development, *Cultural Context, Family Environment, Literature Reviews, *Migrant Children, *Self Esteem

Identifiers—*Cultural Adjustment

Self-esteem is cumulative and proactive. Events and people surrounding an individual have a direct relationship with the development of self-esteem. Factors influencing a child's self-esteem begin from

the time the infant is in the mother's womb. A unique self-esteem develops for each child whether from a cohesive family, from a founding home, or from a single parent. The migrant child's experiences parallel the same experiences of other children, but with the added dimension of cultural adjustment. Studies on self-esteem provide some implications for understanding and explaining the migrant child's needs. This paper formulates a theoretical framework for self-esteem and child development. The characteristics of the following levels of self-esteem are examined as are the implications for the cultural adjustment of migrant children: high-high, low-low, high-low, low-high, low-medium, high-medium, medium-low, medium-medium, and medium-high. A grid is formulated which classifies the levels of self-esteem to levels of cultural adjustment. The need for experimentally controlled studies comparing the self-esteem of migrants and the process of cultural adjustment is cited. (Author/NQA)

ED 225 707 RC 013 746

Conrad, Kari

Rural Prairie Women.

Pub Date—Jul 81

Note—13p.; Paper presented at the National Institute on Social Work in Rural Areas (6th, Beaufort County, SC, July 26-29, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, Behavior Standards, Church Role, Community Change, Family Structure, Farmers, *Females, Government Role, *Role Perception, *Rural Areas, *Rural Population, *Social Integration, Social Networks

Identifiers—*North Dakota, *Traditionalism
"Rural Prairie Women" contains the work of two task forces: the Rural Social Work Task Force which looked at the forces active in North Dakota rural areas and the Rural Women Task Force which examined the position of women within those same rural communities. The relationship between the land, small towns, and sparse population is explored, as is the impact of tradition for both descendants of immigrants and Native Americans. Ways in which change occur are examined to show how change is handled. It is noted that social patterns present in the more recent rural communities bear striking similarities to those long existing among Native Americans. The paper's second part addresses specific concerns of rural North Dakota women: women's roles defined by tradition (wife and mother); local community definition of role expectancy; distinctions between responsibilities and power of husbands and wives; and frustrations arising from emerging role expectations. The role of women within their own families is considered. Changes brought about by new community property and inheritance laws are identified. It is concluded that like other women, equal compensation for comparable work is the basic issue for rural women, and tradition is what all women must overcome wherever they live. (BRR)

ED 225 708 RC 013 747

Cole, Wallace H. Gilfillan, Warren C.

Linking Outdoor School with the Home Environment. A Follow-Up Resource Guide for Teachers.

Multnomah Outdoor Education, Portland, Ore.

Pub Date—Aug 81

Note—156p.; For related documents, see RC 013 748-752 and ED 175 590-594. Field Test Copy.

Maps may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Conservation (Environment), *Environmental Education, Environmental Influences, Experiential Learning, Followup Studies, Grade 6, Intermediate Grades, Land Use, *Learning Activities, *Natural Resources, *Outdoor Education, Photosynthesis, Plant Growth, Pollution, Resident Camp Programs, Resource Materials, Soil Science, Solar Radiation, *Urban Environment, Water Resources, *Wildlife

Identifiers—*Multnomah County Outdoor School OR

A source of ideas and direction for follow-up to the Multnomah County Outdoor School program, the guide identifies concepts generally common to all outdoor school sites from year to year: the water cycle; watershed; water as a habitat for plants and animals, an oxygen supplier, and a producer of usable power; sun energy; plants as producers and

decomposers in the ecosystem; plants' economic value; conservation, preservation and utilization of the plant resource; sunlight, soil, and moisture; plant succession and classification; animal populations and habitats; introduction or removal of a species from a habitat; energy pyramid and cycle; factors affecting soil; soil composition; man's effect on erosion and wildlife; soil minerals and nutrients; and soil as a renewable resource. How each concept can be understood both at and after the outdoor school is briefly discussed. Each concept is followed by a section listing goals, key words, films, and review discussion topics and questions which can be used after returning to the community to link the outdoor school with the students' home environment. Activities, experiments, comparisons, and observations which can be accomplished in the school environment are suggested. The guide concludes with 30 questions commonly used to measure environmental impact on a "sophisticated and professional" level. (NQA)

ED 225 709 RC 013 748

Millemann, Diane R.

The Junior Counselor Handbook for Multnomah

County Outdoor School.

Multnomah Outdoor Education, Portland, Ore.

Pub Date—Jan 81

Note—40p.; For related documents, see RC 013 747-752 and ED 175 590-594. Best copy available.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Camping, Counselor Role, Equipment, Experiential Learning, Grade 6, *High School Students, Intermediate Grades, Learning Activities, *Outdoor Education, *Resident Camp Programs, Safety, School Policy, Student Behavior, Student Volunteers, Transportation, Vocabulary

Identifiers—*Junior Counselors, *Multnomah County Outdoor School OR, Student Handbooks

During the fall and spring, 20-24 high school students volunteer as Junior Counselors at the Outdoor School, which provides approximately 7,000 Multnomah County (Oregon) sixth grade students with an opportunity to live and study at 1 of 5 leased resident camp sites. Junior Counselors are recommended by their high school counselors and selected by the Outdoor School staff. After a 2-day training workshop, Junior Counselors are specifically responsible for the health and welfare of a cabin group of students during their week-long stay. This handbook briefly describes the Outdoor School; the staff personnel; and the selection, qualifications, responsibilities, and evaluation of Junior Counselors. Information is provided on the policies pertaining to Junior Counselors; classroom and site visitations; permission forms; insurance; table manners; duty stations; rules for the Outdoor School; and health, safety, and emergency procedures for Junior Counselors. The handbook includes a clothing and equipment list; busing schedule; all-site map; directions to Outdoor School sites; daily schedule; suggestions for things to make, how to make the cabin a home, child management, moving children, and cabin-time activities; hints for discipline; a 74-item suggested reading list; and glossaries of terms used in animal study and of plant, soil and water words. (NQA)

ED 225 710 RC 013 749

Gilfillan, Warren C. Burgess, Robert A.

The Teacher's Handbook for the Outdoor School.

Multnomah Outdoor Education, Portland, Ore.

Pub Date—Jul 82

Note—43p.; For related documents, see RC 013 747-752 and ED 175 590-594. Best copy available.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Environment, *Environmental Education, Equipment, Experiential Learning, Grade 6, Interdisciplinary Approach, Intermediate Grades, Learning Activities, *Outdoor Education, *Resident Camp Programs, Staff Role, *Teacher Orientation, *Teacher Responsibility, *Teacher Role, Teacher Workshops

Identifiers—*Multnomah County Outdoor School OR

Active preparation, participation, and follow-up by the classroom teacher are essential to the success of the Outdoor School, a week-long, resident, co-educational program of outdoor education for Multnomah County (Oregon) sixth grade classes and

their teachers. This handbook briefly describes the classroom teacher's role; the resource study session; the teacher-class meeting; and the responsibilities of the teacher, site supervisor, resource specialists, senior and junior counselors, and nurse. Brief information is provided on the teacher's on-site workshop; staff visitation; literature, visual aids, printed materials, and films; student preparation; parent orientation; evaluation of the Outdoor School; and classroom visitation by junior counselors. The handbook includes a listing of some things that can be done to correlate outdoor education with social studies, language arts, mathematics, science, music, art, health, safety, and physical education; specific information for teachers pertaining to duties before going to the Outdoor School, bus departure and arrival, arrival at the Outdoor School, general assembly, dining hall procedure, and discipline; teacher-class, teacher-junior counselor, and after-campfire meetings; staff policies, insurance, and last day and evening at the Outdoor School; and a clothing and equipment checklist. Ideas for teacher preparation, a copy of the class list and living group assignment forms, and suggestions for the teacher-class meeting are appended. (NQA)

ED 225 711 RC 013 750

Gilfillan, Warren C. Burgess, Robert A.

The Student's Handbook for the Outdoor School.

Multnomah Outdoor Education, Portland, Ore.

Pub Date—81

Note—36p.; For related documents, see RC 013 747-752 and ED 175 590-594. Best copy available.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Environmental Education, Experiential Learning, *Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, *Outdoor Education, *Resident Camp Programs, *School Orientation, *School Policy, Student Behavior, *Student Responsibility

Identifiers—*Multnomah County Outdoor School OR, Student Handbooks

Directed to the Multnomah County (Oregon) sixth grade students participating in the Outdoor School program, the handbook serves as an introduction to the week-long, resident outdoor education experience which focuses on four natural resources: soil, water, plants, and animal life. Information is provided on the Outdoor School site and staff; preparing for the Outdoor School; living, studying, and having fun at the Outdoor School; clothing and equipment needed; identification of personal possessions; departure for and arrival at the Outdoor School; the cookout and soil ceremony; the daily and Friday schedules; responsibilities of students in the roles of host/hostess; chopsticks, kitchen police, woodchuck, rosbout, flag, and weather; the duty stations; daily schedules for boys and girls; dining hall procedure and table manners; table seating and place setting arrangements; cabin clean-up and inspection procedures; personal cleanliness; health and safety; and writing home. The Outdoor School rules are listed. Instructions for making a hobo stove, cardboard and wood plant presses, and insect collection box for the Outdoor School are provided. Some table manner terms used at the Outdoor School are illustrated. Some hints for cabin inspection of the six items which will be graded in and around each cabin conclude the handbook. (NQA)

ED 225 712 RC 013 751

Bohm, Rudy Cole, Wally

Student Preparation Workbook for the Multnomah Outdoor School. Revised Edition.

Multnomah Outdoor Education, Portland, Ore.

Pub Date—82

Note—81p.; For related documents, see RC 013 747-752 and ED 175 590-594. Best copy available.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Botany, Ecology, Educational Games, *Environmental Education, Glossaries, *Grade 6, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, *Learning Activities, *Natural Resources, *Outdoor Education, Resident Camp Programs, Soil Conservation, Vocabulary Development, Water Resources, Workbooks, Zoology

Identifiers—*Multnomah County Outdoor School OR

Designed for sixth grade students to help them prepare for the Multnomah County (Oregon) Out-

door School experience, the workbook provides fundamental information about soil, water, plant, and animal resources. The workbook begins with an introduction to environmental manners (rules for working in the woods). A section devoted to each resource area provides general information on the specific resource; a glossary of terms and words which students will be expected to know; and learning activities which include charts, matching activities, drawing sheets, labeling and completing study sheets, bingo games, crossword puzzles, word searches, and word scrambles. The activities address the following topics: the water cycle, dissolved oxygen, pH (a measurement scale indicating the acidity or alkalinity of a plant or animal environment), the crayfish, water-loving plants and animals, the soil profile, trees, leaves, vertebrates, insects, reptiles and amphibians, birds, mammals, and the ecosystem. (NQA)

ED 225 713

RC 013 752

Bohm, Rudy Cole, Wally

Student Preparation Workbook for the Multnomah Outdoor School. Teacher Edition. Revised.

Multnomah Outdoor Education, Portland, Ore.

Pub Date—32

Note—88p.; For related documents, see RC 013 747-751 and E 175 590-594. Best copy available.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Answer Keys, Botany, Ecology, Educational Games, *Environmental Education, Glossaries, *Grade 6, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, *Learning Activities, *Natural Resources, *Outdoor Education, Resident Camp Programs, Soil Conservation, Teaching Guides, Vocabulary Development, Water Resources, Zoology

Identifiers—*Multnomah County Outdoor School OR

Designed for use by sixth grade teachers in preparing their classes for the Multnomah County (Oregon) Outdoor School experience, the guide to the Student Preparation Workbook provides general information, descriptions, game materials, and answers to the exercises and puzzles. Beginning with an introduction to environmental manners (rules for working in the woods), the guide is divided into four sections, each devoted to a resource area: soil, water, plants, and animals. Each section consists of introductory information, a glossary of terms and words students will be expected to know, and various learning activities and games (e.g., charts, matching and drawing activities, labeling and completing study sheets, bingo games, crossword puzzles, word searches, and word scrambles). The activities address the water cycle, dissolved oxygen, pH (a measurement scale indicating the acidity or alkalinity of a plant or animal environment), the crayfish, water-loving plants and animals, the soil profile, trees, leaves, vertebrates, insects, reptiles and amphibians, birds, mammals, and the ecosystem. (NQA)

ED 225 714

RC 013 753

Knudson, Yvonne, Comp. And Others

Rural Health Care in Texas: The Facts-1982.

Texas Univ., Austin. School of Nursing.

Spons Agency—Meadows Foundation, Dallas, Tex.; Moody Foundation, Galveston, Tex.; Richardson (Sid W.) Foundation, Fort Worth, Tex.

Pub Date—Dec 82

Note—25p.; For related document, see ED 201 457.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Alcoholism, Children, Drug Abuse, Environmental Influences, Ethnic Groups, *Health Conditions, Health Facilities, *Health Personnel, Health Services, Incidence, Maps, *Mental Health, Older Adults, *Physical Health, Poverty, *Rural Areas, Rural Education, *Rural Population, Transportation

Identifiers—*Texas

Although there exists in the minds of urban Texans the myth that rural life is especially healthy, in fact the mental and physical health of rural Texans is markedly worse than that of urban Texans. If health is defined in terms of environmental, physical, mental, and social factors, it is inaccurate to say that rural residents are receiving health care. Rural residents do have some access to medical care, but even this is often limited by poverty, lack of health insurance or coverage under public programs, cultural barriers, racial discrimination, and limited edu-

cation. Rural residents experience more days of disability and more chronic illness than their urban counterparts. Rural living produces drug abuse, domestic violence, depression and teenage pregnancy. In addition, rural Texans have less education, lower incomes, and shorter life expectancies than urban Texans. There are higher incidences of substandard housing, poor communication and transportation systems, and inadequate sewage and water systems in rural areas. Two hundred of Texas' 254 counties are non-metropolitan. The report presents statistics on poverty, the elderly, children, education, environmental factors, housing, transportation, alcoholism and drug abuse, health status, mental health, crime, federal health programs, health and medical facilities and health manpower. Maps and references conclude the document. (BRR)

ED 225 715

RC 013 754

Hunsicker, Alma, Comp. And Others

Persons Interested in Rural Texas. Revised.

Texas Univ., Austin. School of Nursing.

Spons Agency—Meadows Foundation, Dallas, Tex.; Moody Foundation, Galveston, Tex.; Richardson (Sid W.) Foundation, Fort Worth, Tex.

Pub Date—Sep 82

Note—53p.; One page, a map, contains small print and may not reproduce legibly.

Pub Type—Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agriculture, Alcoholism, Children, Correctional Rehabilitation, Crime, Drug Abuse, Employment, Federal Programs, Health, Local Government, Medicine, Mental Health, Migrants, Nutrition, Older Adults, Politics, Rural Development, Rural Education, *Rural Environment, *Rural Population, Rural Youth, Transportation, Water Resources

Identifiers—*Interest Groups, Rural Electrification, *Texas

The directory was compiled to provide individuals and groups working with problems concerning rural Texas with a list of resource persons who could be of assistance in the resolution of these problems, and to encourage individuals with similar areas of interest/expertise to share information with each other. Listed alphabetically by five geographic regions, the directory contains: the name, address, and phone number of the interested persons; the area(s) of interest/expertise of the interested person designated by a code; and the listing of areas(s) of interest/expertise other than those included on the original survey form. A final section lists out-of-state persons who are interested in rural Texas. Twenty areas of interest are coded for ease of identification: agriculture, migrants, rural aged, rural children, rural crime and correction, rural development, rural education, rural electrification, rural employment, rural federal programs, rural government, rural health, rural medicine, rural mental health, rural nutrition, rural politics, rural substance abuse, rural transportation, rural water systems, and rural youth. There are 49 individuals listed for North Texas, 91 for South Texas, 32 for East Texas, 62 for West Texas, 118 for Central Texas, and 7 for out of state. (Author/BRR)

ED 225 716

RC 013 755

The Revitalization of Rural Illinois: Report and Recommendations of the Illinois Rural Planning Council.

Illinois State Dept. of Commerce and Community Affairs, Springfield.

Pub Date—Oct 79

Note—61p.; Best copy available.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Welfare, Community Development, *Delivery Systems, Economic Development, Health Services, Housing Needs, Human Services, Labor Force Development, Land Use, Local Issues, Low Income Groups, *Natural Resources, Older Adults, *Policy Formation, Rural Areas, *Rural Development, Rural Population, Social Services, *State Programs, Transportation

Identifiers—*Alcohol Fuels, *Illinois Rural Revitalization Planning Program, Local Control

The Illinois Rural Planning Council spent 1 year developing four task force reports assessing the needs of the state's rural areas and developing solutions to rural problems. The task force reports are principally directed to the Governor and the State Legislature, although the recommendations may be used by federal and state agencies wishing to ensure

that their funds and programs are in line with actual rural needs. The objective of the Illinois Rural Revitalization Planning Program is development of comprehensive planning for rural development, especially with regard to the unemployed, those with low family incomes, and minorities. The program is a collaborative interagency process, plus 53 representatives of business, government, and citizen groups who act as the advisory body of the Rural Revitalization Planning Program. This last group, the Illinois Rural Planning Council, was subdivided into the four task forces: natural resources and the environment, human and social services, jobs and the economy, and housing and community development. The final result, a rural strategy for Illinois, will be made an integral part of the Governor's program to strengthen community development and economic vitality. A listing of the specific policies and recommendations by the task forces comprise the majority of the document. (Author/BRR)

ED 225 717

RC 013 756

Lovejoy, Stephen B. And Others

Contracting for Public Service Delivery: An Alternative for Boomtowns. WRDC Paper No. 14.

Western Rural Development Center, Corvallis, Ore.

Pub Date—Feb 82

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, *Contracts, Costs, *Decision Making, *Delivery Systems, Health Services, *Local Government, Maintenance, Public Schools, Security Personnel, Social Services, Solid Wastes

Identifiers—*Boomtowns, Energy Development, Impact, *Public Services, Social Costs

Contracting for public services (e.g., social services, administrative functions, maintenance services, and health and security) is an attractive alternative for communities which could potentially undergo the boom/bust cycle of energy development. Typical communities surrounding new or proposed energy development projects (especially in the western United States) have extremely low population densities and often are located considerable distances from a metropolitan center. The labor force for the new development has to migrate into the area, which creates severe dislocations for communities and residents. A community's ability to supply services is influenced by a variety of factors; frequently, in energy development communities, these factors are unknown and changing rapidly. In these circumstances there are at least four potential advantages to private contracting: there is an incentive for entrepreneurial efficiency; local governments can take advantage of economies of specialization and scale; it is often difficult to establish the minimum cost of goods or services provided by the public sector; and there is the potential for increased government responsiveness to public preferences. Many communities are utilizing the private contracting system, but communities considering contracting for service delivery should investigate the details of writing and letting contracts, as well as the means of service evaluation and enforcement. (BRR)

ED 225 718

RC 013 757

Winegar, Eileen, Ed.

Centralized Correspondence Study Handbook for Grades K-12, 1982-83. Revised.

Alaska State Dept. of Education, Juneau.

Pub Date—May 82

Note—63p.; Photographs may not reproduce clearly.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Correspondence Study, *Elementary School Curriculum, Elementary Secondary Education, High School Equivalency Programs, *Junior High Schools, *Parent Student Relationship, Resource Teachers, Rural Areas, *Secondary School Curriculum, *State Programs

Identifiers—*Centralized Correspondence Study AK, Isolation (Geographic)

Centralized Correspondence Study (CC/S) provides elementary and secondary instruction to those students who do not have access to a school, to those students who elect correspondence study as an option to attending local schools, and to adults who have not completed high school. The Alaska State Board of Education is the school board for CC/S and a five-member Parent Advisory Committee represents the concerns of parents and home

teachers to the State Board of Education and the Department of Education. CC/S is directed by a superintendent and a principal. All advisory teachers hold State of Alaska teaching certificates. Students work at home under the supervision of an adult home teacher, usually a parent. There is no charge for enrollment in CC/S. CC/S maintains a lending library of over 10,000 items; residents of rural areas without access to a public library may also be eligible to receive monthly shipments of books (the user pays the postage) from the Alaska State Library. In addition to a chapter on general information and another on staff and organization, the handbook provides chapters on policy and procedure, elementary program, junior high program, high school program, high school course descriptions, and special instructions for high school students. (BRR)

ED 225 719 RC 013 759

Davis, John

Program Organization in Western Australia's District High Schools. Research Series No. 1. National Centre for Research on Rural Education, Nedlands (Western Australia). Report No.—ISBN-0-909751-74-9

Pub Date—82

Note—187p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Administrator Responsibility, Core Curriculum, *Curriculum Design, Curriculum Development, Curriculum Evaluation, Curriculum Problems, Curriculum Research, Educational Facilities, Elementary Secondary Education, Faculty Mobility, *High Schools, Questionnaires, *Relevance (Education), Resource Allocation, Rural Areas, *Rural Education, School Community Relationship, *Small Schools, Specialists, *Staff Utilization, Teacher Role

Identifiers—*Australia (Western Australia), Generalists, Isolation (Geographic), Sparsity (Population)

A study conducted in 1981-82 examined program organization in the secondary division of Western Australia's district high schools. Because small secondary schools throughout the Western World are increasing in number, the study had as its genesis a concern for such schools and an appreciation of the difficulties they face in maintaining viable programs. In addition to interviews and field trips to more isolated schools, information was gained through questionnaires distributed to district high school principals, deputy principals, staff members, and a stratified random sample of students and parents of students in Years 7 and upwards. Returned questionnaires represented results from 47 schools. The primary issues identified were the restricted range and continuity of subjects, the limited program alternatives, and the lack of curriculum relevance. A major complication was the problem of discontinuity of staffing. In order to maximize existing resources, program diversity might be achieved through cooperation between the school and its community, and through reorganization and redeployment of already existing resources. Although supervised use of distance education materials and new technologies have great potential for promoting diversity in school programs, teachers will need to learn new methods in order to cope with situations which the changed learning styles will create. (BRR)

ED 225 720 RC 013 760

Vickery, Robert L.

National Centre for Research on Rural Education.

Report 1981-82.

National Centre for Research on Rural Education, Nedlands (Western Australia).

Pub Date—82

Note—13p.; For related document, see ED 207 781.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, Annual Reports, Educational Improvement, *Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, Information Dissemination, *Program Effectiveness, *Program Implementation, *Research and Development Centers, *Research Projects, *Rural Education, Scholarships

Identifiers—Australia, *National Centre Research Rural Educ (Australia), Visiting Scholars
In its first 18 months of operation the Centre has

undertaken research on major issues and problems in rural education. Its publications have been received favorably, both in Australia and overseas. Visiting scholars from Alaska and Canada have made valuable contributions to the Centre's activities and have increased its links with agencies overseas. Two scholarships have been awarded to research students to undertake investigation of particular aspects of rural education, and the Centre's staff have participated in conferences attended by people with extensive interests in the field. The Centre has been a source of advice to public authorities, private agencies, and local communities about problems related to rural education. The Centre has established a presence in the field, and the tasks immediately before it are to diversify its program and consolidate its standing as a national research unit. Planning for future growth and development, however, must take into account competition for scarce resources. The report consists of a preamble and sections on staff, visiting scholars, scholarships, publications and reports, contact with organizations involved in rural education, research activities (commissioned research, funded research, core research, and information services), and future prospects. (Author/BRR)

ED 225 721 RC 013 761

Increased Services to Small School Districts.

Position Paper.

Arizona State Dept. of Education, Phoenix.

Pub Date—78

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delivery Systems, Elementary Secondary Education, *Needs Assessment, Professional Personnel, *Professional Services, Referral, School Size, *Small Schools, *State Departments of Education, *State School District Relationship, Superintendents

Identifiers—*Arizona, Isolation (Geographic), Isolation (Professional)

The Arizona Department of Education (ADE) is seeking better ways to deliver appropriate services to small districts, since many ADE services tend to be of most benefit to larger districts. Small school districts in Arizona often have great distances between schools, personnel filling multiple roles, special budgetary constraints, limited range of instructional materials, and geographic isolation from other school districts and communities. Using ADE definitions, 36.7% of all districts in Arizona are small. Earlier in the 1978 school year, ADE staff identified a large number of suggestions for delivery of services to local districts and this was followed by a series of meetings with small school administrators and ADE personnel where a general description of delivery services was identified. These services were identified as services being needed (11 sections) and services most often requested (5 needs). The ADE task force then considered various delivery systems, developed two position statements, and discussed position strengths and constraints. An overarching need is for district people to know someone to contact in the ADE. One important key to any service delivery system will be to work with and through county superintendents. An appendix provides sheets for rating technical assistance and general areas of assessment. (BRR)

ED 225 722 RC 013 762

Rey von Allmen, Micheline

The Education of Migrant Workers' Children—

"The Training of Teachers." Course on the

Intercultural Training of Teachers (Lisbon, Portugal, September 21-24, 1981).

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT(82)-11

Pub Date—30 Apr 82

Note—44p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Characteristics, *Cross Cultural Training, Cultural Images, Cultural Interrelationships, Ethnocentrism, Foreign Countries, Instructional Materials, *Intercultural Programs, *Migrant Children, *Multicultural Education, Pilot Projects, Sociocultural Patterns, Stereotypes, *Teacher Education

Identifiers—*France, Germany, *Portugal, Turkey

A course on the intercultural training of teachers, organized by the Portuguese authorities, was a result of a Franco-Portuguese pilot project concerned

with the development of intercultural training courses and teaching materials. Purposes of the course were to present the material prepared by the joint Franco-Portuguese team; to test and evaluate it on the basis of the participants' thoughts; and to draw up recommendations concerning the intercultural training of teachers in Europe. Participants were from 14 countries (France, Portugal, Austria, Cyprus, Spain, Denmark, Italy, Norway, Netherlands, Federal Republic of Germany, United Kingdom, Switzerland, Turkey, and Yugoslavia) and 4 governmental and non-governmental organizations. Topics covered in lectures, talks, and discussions in plenary sitting and in working groups were: presentations of the Franco-Portuguese pilot projects; examples of teacher training in Turkey and the Federal Republic of Germany; socio-cultural data relating to the situation of Portuguese migrants in France; mutual images (obtained from educational, tourist, and general publications and from questionnaires given to various categories of pupils); use of real life materials (materials suitable for use in teaching or training, but not made for that purpose); and practical teaching and the intercultural approach. Group reports and recommendations concluded the course. (NQA)

ED 225 723 RC 013 763

Harmon, Dorothy R.

Interrrelated Problems of the Developmentally

Disabled Resident in Rural South Carolina.

Pub Date—Jul 81

Note—16p.; Paper presented at the National Institute on Social Work in Rural Areas (6th, Beaufort County, SC, July 26-29, 1981).

Pub Type—Opinion Papers (120) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), Adult Day Care, *Delivery Systems, *Developmental Disabilities, Educational Opportunities, Housing Needs, *Interaction, *Needs, *Problems, Respite Care, Rural Areas, *Rural Population, Therapy, Transportation

Identifiers—*South Carolina

South Carolina, a basically rural state, faces interrelated problems (housing, transportation, education, etc.) for 23,000 developmentally disabled individuals. These individuals are extremely vulnerable because of the lack of programs designed to meet their needs. Housing for the developmentally disabled remains very sparse and is often dilapidated. Educational programs for developmentally disabled individuals (who must leave school at age 21) have not been a problem for mildly retarded or handicapped persons because of adult education programs available in most South Carolina school districts. Through adult activity centers in small towns and rural communities, adult developmentally disabled individuals have opportunities to gain skills in vocational and academic education, though opportunities to earn money are very limited. Because one of the greatest needs is that of transportation, some means must be found to link transportation needs to unused available transportation. Two greatly unmet needs are therapy for developmentally disabled individuals and respite care for their families (for whom nothing has been done in small or rural communities). Although volunteers and local community service clubs have been most helpful, agencies with specified services need to be encouraged to look at new ways to meet needs. (BRR)

ED 225 724 RC 013 764

Weissman, Ron And Others

What's Happening in February?

Connecticut State Migratory Children's Program,

New Haven; Hamden-New Haven Cooperative

Education Center, Conn.

Spons Agency—Office of Elementary and Secondary

Education (ED), Washington, DC. Migrant

Education Programs.

Pub Date—Feb 83

Note—91p.; For related documents, see RC 013

765-766 and ED 213 543. Best copy available.

Available from—Ethnic/Arts Migrant Project,

Hamden-New Haven Cooperative Education

Center, 1450 Whitney Avenue, Hamden, CT

06517-2497.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Black Achievement, Black History,

*Cultural Activities, Cultural Awareness, Cultural

Education, Elementary Education, *Leaders,

*Learning Activities, *Migrant Education, Polit-

ics, *Puerto Ricans, Slavery
Identifiers—Holidays

Brief information is given on 12 February events celebrated by Puerto Ricans: Groundhog Day; Candelmas; St. Valentine's Day; Mardi Gras; Ash Wednesday; Black History; and the birthdays of Thomas Alva Edison, Abraham Lincoln, Susan B. Anthony, Julia de Burgos, Luis Munoz Marin, and George Washington. Designed as a teacher resource, the booklet includes brief biographical sketches of Thomas Edison, an American inventor; Abraham Lincoln; Susan B. Anthony; Julia de Burgos, a Puerto Rican poetess; Luis Munoz Marin, first Puerto Rican governor elected by the people; and George Washington. Brief information is provided on Groundhog Day, Candelmas (a religious ceremony), St. Valentine's Day, Mardi Gras, and Ash Wednesday. Brief biographical sketches of famous blacks are provided: Absalom Jones, first black rector in the U.S. Episcopal Church; Nat Love, a cowboy; Dr. Charles Richard Drew, "Father of the Blood Bank"; Paul Laurence Dunbar, first black American to receive recognition as a literary figure; Rafael Cordero, "father of public education in Puerto Rico"; Ernesto Ramos Antonini, involved in the creation of the Commonwealth of Puerto Rico; and Dr. Jose Celso Barbosa, a medical doctor involved in politics. The booklet includes a list of 20 historical happenings in February, several poems, and various suggested learning activities. (NQA)

ED 225 725

RC 013 765

Toro, Leonora And Others

What's Happening in January?

Connecticut State Migratory Children's Program, New Haven; Hamden-New Haven Cooperative Education Center, Conn.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—Jan 83

Note—69p; For related documents, see RC 013 764-766 and ED 212 395. Best copy available.

Available from—Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, CT 06517-2497.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cultural Activities, Cultural Awareness, Cultural Education, Elementary Education, *Leaders, *Learning Activities, *Migrant Education, Poetry, Poets, Puerto Rican Culture, *Puerto Ricans, Vocabulary Development

Identifiers—Holidays

The booklet contains brief information on nine January events celebrated by Puerto Ricans: New Year; Epiphany; and the birthdays of Betsy Ross, Eugenio Maria de Hostos, Dr. Martin Luther King, Benjamin Franklin, Edgar Allan Poe, William McKinley, and Franklin Delano Roosevelt. Designed as a teacher resource, the booklet includes brief biographical sketches of Betsy Ross, who made the first official United States flag; Eugenio Maria de Hostos, an advocate for women's education, labor unions, antislavery, and other pressing issues of his time; Martin Luther King, winner of the Nobel Prize for Peace in 1964; Benjamin Franklin, a statesman, inventor, and founder of the first subscription library in the country; Edgar Allan Poe, one of America's greatest poets, short story writers, and literary critics; William McKinley, who served as U.S. President from 1896 to 1901; and Franklin Delano Roosevelt, who served as U.S. President from 1933 to 1945. Brief information is provided on the New Year and Epiphany in Puerto Rico. The booklet includes a list of 22 historical happenings in the month of January; several poems, including Edgar Allan Poe's "The Raven"; and various suggested learning activities, e.g., discussion questions, writing exercises, word scrambles, word searches, and vocabulary development activities. (NQA)

ED 225 726

RC 013 766

Pla, Myrna Toro, Leonora

What's Happening in December?

Connecticut State Migratory Children's Program, New Haven; Hamden-New Haven Cooperative Education Center, Conn.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—Dec 82

Note—80p; For related documents, see RC 013 764-765 and ED 212 394. Best copy available.

Available from—Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, CT 06517-2497.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cultural Activities, Cultural Awareness, Cultural Education, Elementary Education, Folk Culture, Illustrations, *Language Arts, *Learning Activities, *Migrant Education, Poetry, Puerto Rican Culture, *Puerto Ricans, Short Stories

Identifiers—Christmas, Connecticut, Holidays, *Recipes (Food), Winter

Part of a series of monthly booklets designed as a teacher resource for teaching about Puerto Rican and U.S. culture, the booklet provides brief information on two December events: winter and Christmas. Brief information is provided on winter, Hanukkah, Christmas traditions in Connecticut and in Puerto Rico, and Christmas symbols (the tree, carols, poinsettias, cards, and Santa Claus). The booklet includes the words to nine poems—"Cold Winter Now Is in the Wood," "Christmas in the City," "Mrs. Santa Claus," "Christmas Is Coming," "This Is the Way That Christmas Comes," "The Night before Christmas," "Hanukkah Rainbow," and "Happy Hanukkah!"; one short story—"The Pine Tree"; one play—"Present for Santa"; and seven songs—"Rudolph, the Red-Nosed Reindeer," "O Come All Ye Faithful," "Jingle Bells," "Deck the Halls," "White Christmas," "Silent Night," and "The First Noel." Recipes for making cookie people, a popcorn jolly snowman, Rocky Roads, and potato latkes are provided along with a dreidel pattern and illustrations of Rudolph (the Red-Nosed Reindeer), a lighted candle, Christmas bells, a holly leaf, and Santa Claus knocking at the door. A word game and word scramble are also included. (NQA)

ED 225 727

RC 013 767

Campbell, Anne

Partnerships.

Pub Date—Feb 83

Note—15p; Paper presented at the Annual People United for Rural Education Conference (6th, Des Moines, IA, February 3-4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Board of Education Role, College Role, Demography, Economic Climate, *Educational Cooperation, *Educational Objectives, *Futures (of Society), Parent Participation, *Participation, Rural Environment, School Business Relationship, School Involvement, *Social Change, *Social Development, Student Participation, Tax Effort, Teacher Participation

Identifiers—Industry Role, *Partnerships

The strength of partnerships within and without the educational enterprise provides the ability to alter or modify existing practices as social and economic realities emerge. A number of interdependent factors raise questions related to partnerships. Demography is a major factor; while a substantial portion of the aging population will have less immediate stake in the condition of schooling, a rebuilding of coalitions will take place as the increase in the number of adults with young children becomes more concerned with the condition and quality of schools. Tax resistance and spending reductions due to a depressed economy have served to split former partnerships that served our public schools. A sense of community seems to be having difficulty being reborn, but there are encouraging indications which portend a mending of our social fabric, not only for the survival of American society but for the future of the institutions that form the glue for that society. Many existing partnerships, particularly in rural areas, have come to the forefront in the past several years, and strengthening those ties in light of inevitable changes becomes essential. Such partnerships must involve students, parents, schools, administrators, teachers, boards of education, colleges and universities, and business and industry. (BRR)

ED 225 728

RC 013 768

Hilbert, Harvey C.

Uncommon Schools: An Innovative Approach to Rural Community Organization by County Agencies Utilizing Community Colleges.

Pub Date—Jul 81

Note—10p; Paper presented at the National Institute on Social Work in Rural Areas (6th, Beaufort County, SC, July 26-29, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, *Agency Role, *Caseworkers, *College Role, *Cooperative Programs, County Programs, Educational Innovation, Experimental Programs, Family Day Care, Higher Education, *Internship Programs, *Rural Areas, School Community Relationship, Social Work

Identifiers—South Carolina

To recapture the spirit of Thoreau's "uncommon schools," a South Carolina county Department of Social Services (DSS) sought to create a "university" of the community which would provide experiences in the field for students, feed-back to DSS workers from the community and to the local college, and would utilize the resources of the agency, the college, and the community to develop added social services. It was felt that the agency and the community would profit from development of a preparation program with the local college which would use the local agency for internships, thus preparing the students in a practical way for employment as agency caseworkers. The program consisted of three components: the agency, the college, and a series of internships in the community. The program was flexible and experimental, and the agency remained the final authority on any portion of the program. The program operated for two semesters. Although originally envisioned as a 4-year program, it was redesigned to begin in the fall of the junior year. Overall program performance was rated high, and increased understanding resulted between all the participating agencies. One result of the students' work was the development of a rural home day care center. (BRR)

ED 225 729

RC 013 769

Reid, J. Norman Whitehead, Eleanor

Federal Funds in 1980: Geographic Distribution and Recent Trends.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Pub Date—Nov 82

Note—107p; Paper copy not available due to small print size. For related documents, see ED 215 812-813.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Role, Comparative Analysis, *Federal Aid, Federal Programs, *Geographic Distribution, Income, *Public Policy, Regional Characteristics, *Rural Urban Differences, *Trend Analysis

Identifiers—*Counties, *Impact Studies

Data from fiscal 1980 provide an analysis of distribution of Federal dollars among county areas and an assessment of major recent trends. Federal per capita funding remains unevenly divided among regions; regional differences, however, are slowly narrowing. In 1980 over half of all Federal funds were concentrated in the Department of Health and Human Services and the Defense Department. The Nation's nonmetro areas include a disproportionately high number of low income counties, most of which are found in the South. Except for the high income counties, which have the highest funding, nonmetro counties receive nearly identical average per capita dollar amounts regardless of their income level. The functional makeup of funding varies among income levels, however. The poorest counties rely more on agriculture, public assistance, and community development programs. Wealthier counties rely more on defense, retirement, and energy funds. While the gap in metro-nonmetro funding levels narrowed slightly in recent years, this trend seems to have been reversed since 1978. While the most rural counties are still funded above the national average, central counties of large metro areas remain the best funded areas. (Author/BRR)

ED 225 730

RC 013 770

Dolz-Blackburn, Ines

Situación del Chicano en las Universidades de Los Estados Unidos (Situation of the Chicano in the United States Universities).

Pub Date—Apr 81

Note—16p.; Paper presented at the Annual Meeting of the National Association of Interdisciplinary Ethnic Studies (9th, Las Cruces, NM., April 21-25, 1981).

Language—Spanish

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Admission Criteria, College Admission, *Educational Opportunities, *Higher Education, *Mexican Americans, *Student College Relationship, Student Financial Aid, Student Needs, Student Recruitment

Identifiers—*Chicanos

Chicanos attending universities in the United States are, in general, frustrated individuals. With two languages and two cultures, they feel uneasy in both and usually go to the university with an inferiority complex. In spite of these shortcomings, Chicanos are, generally, subjected to the same entrance exams and requirements as the rest of the students. Their academic deficiencies, which are sometimes very serious, are ignored. However, some universities are becoming aware of the problems and the unfairness of the admission procedures. These universities are changing, establishing some new entrance considerations and examinations and admission procedures, setting up unique programs of studies and financial aid designed especially for Chicanos (i.e., scholarships, college work study programs, grants, and student loans). New methods of recruitment and orientation to university life have also been designed. In order to further improve the situation of Chicanos in the universities, several recommendations have been proposed, i.e., more scholarships, curriculum reforms, better program evaluations, more Chicano professors and administrators, and minority representation on all committees discussing the Chicano's future. (Author/NQA)

ED 225 731

RC 013 771

Usher, John E.

Economies Gained by Sharing Resources.

Pub Date—Jan 83

Note—14p.; Paper presented to the Texas Association of Education Service Centers (Austin, TX, January 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cost Effectiveness, Educational Media, *Education Service Centers, Elementary Secondary Education, *Equal Education, *School District Spending, *Shared Services, *Small Schools, Staff Development

Identifiers—Texas

Education Service Centers do now or can constitute a significant delivery vehicle to help solve one of the stickiest issues facing the Texas Legislature—the equalization of educational opportunity. Remoteness, size of school districts, and taxable valuation all impact the individual district's ability to provide equal educational opportunity. Improved and more extensive strategies for sharing resources are absolutely essential to the survival of small schools and extremely beneficial to the larger ones. If each district were required to maintain all the capabilities to attain and maintain accredited status, the cost to the State would be astronomical. Examples of program support, as well as cost savings, include shared services in educational media, staff development, data processing, special education, adult basic education, migrant education cooperatives, supplemental unit administration, bus driver training, driver education, reproduction and printing, and office machines and audiovisual equipment repair. Small schools must obtain most of these services somewhere, and the Service Center is the State's best vehicle to make them available. An even more intriguing possibility for small schools is the implementation of alternative instructional strategies. While the potential for utilization of Service Centers is just dawning, an increase in the State Base Funding will be necessary to move forward. (BRR)

ED 225 732

RC 013 772

Falasco, Dee Heer, David M.

Economic and Fertility Differences between Legal and Illegal Migrant Mexican Families: The Potential Effects of Immigration Policy Changes.

Pub Date—82

Note—33p.; Paper presented at the Annual American Sociological Association Meeting (San Francisco, CA, September, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Birth Rate, *Economic Factors, Educational Attainment, Illegal Immigrants, Marital Status, *Mexicans, *Migrants, *Policy Formation, Socioeconomic Influences, Wages

Identifiers—*Fertility, *Immigration, Legal Status, Undocumented Workers

How the fertility of currently undocumented migrants might be affected by amnesty was examined within the context of Economic Theory of Fertility. Data were collected in 1980-81 from a sample of births recorded in Los Angeles County in which the mother or father was reported to be of Mexican descent. Multiple regression analyses for male and female legal and illegal long-term U.S. resident migrants showed that legal status independently affected the wage of workers. A log-linear analysis determined the effects of wages and legal status on current fertility of married migrant women living in the United States for at least 3 years. Male wage had a positive, and female wage a negative effect on fertility. However, neither effect was statistically significant. A dichotomous variable representing the couples' legal status had a somewhat strong, but insignificant negative effect on fertility. The removal of both indirect and direct effects of legal status did not cause a significant loss in explanatory power in the model. Variables which did have a significant effect on fertility were mother's age, educational attainment, length of stay in the United States, and a dummy variable measuring whether or not she attended school in the United States. (Author/NQA)

ED 225 733

RC 013 773

Trujillo, Lorenzo A.

Chicano Hispanic Arts Philanthropy: A Statement on the State of the Art.

Pub Date—Oct 80

Note—7p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aesthetic Values, Art Appreciation, *Art Expression, *Financial Support, *Fine Arts, Humanities, Mexican Americans, *Philanthropic Foundations

Identifiers—*Chicano Arts, *Chicanos

The various art forms among Chicanos have served as basic forms of total expression for the people. Until recently the Chicano aesthetic has not received the attention or financial support needed to flourish beyond the survival level and become an institutionalized form. Philanthropic institutions have ignored and, in many cases, eliminated the expression of any value aesthetic not representing traditional and explored mainstream. A recent report to the National Endowment for the Arts shows the lack of support for Chicano art. Several myths have prevailed regarding the Chicano art form, i.e., it is confined to mere political expression, is regional and provincial, and is a fad of the sixties, and Chicanos only create for their own communities. These are poor excuses to limit the resources. Because of the value of the expression of the Chicano aesthetic and its lack of support, the Chicano Humanities and Arts Council (CHAC) was created. CHAC, an organization of individual Chicano artists and Chicano organizations, has proposed to increase communication and understanding. Through the support of the nation's philanthropic institutions, the financial support necessary to do this work and provide Chicano artists with opportunities toward their enhanced individual achievements can be attained. (NQA)

ED 225 734

RC 013 774

Trujillo, Lorenzo A.

History and Significance of the Hispanic Dance Expression.

Pub Date—Apr 79

Note—19p.; Paper presented to the Presidential Task Force on Hispanic American Arts (San Antonio, TX, April 1979).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aesthetic Values, Cultural Context, *Dance, *Definitions, Ethnicity, Financial Support, Folk Culture, *Hispanic Americans, *History, Kinetics, Self Expression

Identifiers—Folk Dance, Hispanic Arts

Dance has become a major force of expression among Hispanics in the United States serving the functions of ethnic unity, identity, and cultural expression. As a result, it is increasingly important to define and understand its development and history. This paper provides a universal definition of ethnic dance and a theoretical base upon which to define ethnicity and culture. Next, the genesis and development of an ethnic dance form are addressed, using the Mexican Folklorico Son and Jarabe dance forms as examples. This example leads to a synopsis of the state of the Hispanic Dance in the United States. Finally, the significance and value of ethnic dance are discussed. Several recommendations proposed to the Presidential Task Force on Hispanic American Arts are listed. Among these are that the National Endowment for the Arts should: sponsor informational regional workshops presenting the National Endowment for the Arts and its functions, grantmanship techniques, and contacts in Washington, D.C.; establish four regional offices in the Midwest, Southwest, Northeast, West, and Puerto Rico; establish open communication lines with major Hispanic arts organizations; and establish relevant and realistic criteria through which Hispanic arts organizations can receive grant funds. (NQA)

ED 225 735

RC 013 775

Trujillo, Lorenzo A.

Enhancement of Self-Concept and Academic Achievement through Ethnic Dance.

Colorado Univ., Boulder. Center for Bilingual Multicultural Education Research and Service.

Pub Date—81

Note—24p.; In its: Monograph Series, Volume 2, p19-38 1981.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Attitude Change, *Behavior Change, Cognitive Development, Comparative Analysis, *Cultural Education, Curriculum Enrichment, *Dance, Folk Culture, High Schools, High School Students, Hispanic Americans, *Self Concept, Student Attitudes

Identifiers—California (San Francisco), Folk Dance Sixty students in San Francisco's Mission High School were divided into treatment (30 students) and control (30 students) groups to examine the relationship of participation in a Hispanic Ethnic Dance Curriculum to various aspects of behavior and to gain in knowledge of specific aspects of Hispanic culture. Students were administered the Tennessee Self-Concept Scale, Folklorico Culture Quiz, and a general questionnaire. Tests and questions were presented in written and audio form via a tape recording. The treatment group then participated in a 6-week Hispanic Ethnic Dance Curriculum, which emphasized Hispanic dance and ethnology. Clinical observations were made of the students' in-class attitudes and cooperation, and their verbal statements and responses. During the same 6-week period, the control group participated in a modern creative dance course. At the end of the 6 weeks, both groups were administered the same pre-tests. Analysis of variance via regression established the importance of the relationships between: profile and self-concept, profile and the cognitive measure, ethnic group and self-concept, and ethnic group and cognitive measure. Variables analyzed were profile, ethnic group membership, total self-concept score, and Folklorico Culture Quiz scores. Enhancement of the self-concept, positive observable behavior, and cognitive growth occurred in the treatment group at significant levels. (NQA)

ED 225 736

RC 013 776

Trujillo, Lorenzo A.

The Masculine Mexican Folk Dance.

Pub Date—May 75

Note—19p.

Journal Cit—Viltis: A Folklore Magazine; p9-13 May 1975

Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Background, *Cultural Influences, Culture Conflict, *Dance, Definitions, *Folk Culture, Mexican Americans, *Mexicans,

Self Expression, *Social History
Identifiers—*Folk Dance, *Mestizos (People),
Mexican Arts

Present day ethnic and/or folk dances grew from the remnants of primitive dances. A definition of folk dance is that it is the dance of the common people of a specific region of the world, which becomes ethnic when the dance is presented by the members of the ethnic race from where the dance originates. Within every folk dance is contained the history, psychology, and culture of a race of people. In order to execute a dance in its proper perspective, many facets must be studied, e.g., geography, customs, and clothing of the region of origin. Dances also tend to reflect the people's economic, political, and home situation. The Mexican Folk Dance reflects the history and cultural attitudes of the Mexican people. Through this medium, they express their inner-self. The totality of the Mexican's history and culture created the basis upon which the Mexican Mestizo Folk Dance was built. In order to understand the nature of dance, one must be aware of the cultures that created the Mexican Mestizo dance, e.g., the Pre-Columbian Indians, Spaniards, and the Church. Then it becomes very obvious that this dance form is not only violent in character, but it is also very masculine. (NQA)

ED 225 737 RC 013 777

Wachtel, William J. And Others

Self-Assessment of Knowledge and Training Needs
for Personnel Serving Preschool-Aged Hand-
icapped Children: A Rural-Urban Comparison.

Pub Date—Feb 83

Grant—G008200490

Note—33p.; Paper presented at the Annual Rural
Research Conference (2nd, Lubbock, TX, Febru-
ary 9, 1983).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Disabilities,
*Inservice Education, *Needs Assessment, Pre-
school Education, Rural Education, *Rural Urban
Differences, *Self Evaluation (Individuals), *Spe-
cial Education Teachers, Teacher Qualifications
Identifiers—*El Paso Independent School District
TX, *New Mexico

Two questionnaires were developed to assess the knowledge levels and perceived inservice training needs of those working in handicapped preschool programs in New Mexico and in El Paso Independent School District (EPISD). The New Mexico instrument was sent to all personnel in the state identified as having a connection with preschool programs for the handicapped. These ranged from people in state human services agencies, curriculum coordinators, directors, teachers and aides of public, private and community-based programs. The EPISD instrument was sent to teachers and aides within the district who were actively engaged in teaching preschool handicapped children. Respondents' expressed relative knowledge levels and inservice training needs for each item on the questionnaire were ranked in order of importance. The nonparametric test, Wilcoxon rank sum test, equivalent to the Mann Whitney U-test, was used to determine if there were differences between New Mexico rural and New Mexico urban groups, New Mexico urban and El Paso groups, and between combined urban (New Mexico and El Paso) and New Mexico rural groups. In all cases rural groups tended to perceive themselves as having lower knowledge levels and higher inservice training needs than the urban groups. (AH)

ED 225 738 RC 013 779

Bharadwaj, Geeta R. Srivastava, Suman

The Special Needs of Women: A Plea for an
Integrated Approach and Some Programme
Proposals.

United Nations Asian and Pacific Centre for
Women and Development, Bangkok (Thailand).
Pub Date—Jun 80

Note—43p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Demography,
Developing Nations, Employment Opportunities,
*Family Planning, *Females, Foreign Countries,
Input Output Analysis, *Integrated Activities,
Males, *Nutrition, Policy Formation, Productivity,
*Quality of Life, Reproduction (Biology),
*Rural Development, Social Change
Identifiers—Asia, *Life Cycles

The paper examines family planning and nutrition

needs as well as education and employment while exploring ideas of how an integrated approach is possible in promoting quality of both the reproductive and productive sphere of women's lives. It is suggested that understanding women's differential role will make it possible for planners, policy makers, and change agents to ensure that women receive a fair sharing of benefits from development. Section

One presents a rationale for drawing up comprehensive programmes for social development planning, with women as the prime mover in reaching population control targets as well as playing an active role in necessary social change (the effectiveness of this integrated approach lies in the fact that it will be launched in rural areas, where organisation is most lacking). Section Two addresses the nature of a comprehensive approach and looks at family planning programmes, nutrition, employment and income generation, and education. Section Three provides four down-to-earth programme proposals. Section Four provides some words of caution and notes the need for further work. An annex offers 1979 demographic information for the Economic and Social Commission for Asia and the Pacific region and lists governments' views with respect to changes in the status of women in specified areas. (BRR)

ED 225 739 RC 013 780

Diebold, Louis, Comp. And Others

Hunter Education: Instructor Manual. Shooting
Skills Series.

Missouri Dept. of Conservation, Jefferson City.
Pub Date—82

Note—202p.; For related documents, see ED 186
175 and RC 013 781 (Student Manual).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Answer Keys, *Certification, Learning
Activities, Learning Modules, Lesson Plans,
*Outdoor Education, *Safety Education, Secondary
Education, Skill Development, Teaching
Guides

Identifiers—*Firearms, *Hunting

Composed of three books (a procedures guide, the basic student manual, and lesson plans), the instructor's manual provides information to set up and conduct a Hunter Education Certification Course. Course topics include: an introduction, firearms and ammunition, hunting tradition and ethics, the hunter and conservation, safe firearms handling, hunter responsibilities, and hunter preparedness. The procedures guide offers information for the instructor on how to set up a hunter education class, how to complete student registration cards, recertification for instructors and awards, a resource list of instructional materials and films, and forms to be completed by the instructor to report activities and class instruction completed. The full text of the student manual is accompanied with answers to questions for each chapter review. Nine lesson plans are outlined providing length of time for each lesson (30 minutes to 2 hours), equipment to use, materials needed, objectives of the lesson, in addition to lecture notes, specific visual aids, and activities to conduct. (ERB)

ED 225 740 RC 013 781

Staton, Robert D., Jr.

Hunter Education: Student Manual. Shooting
Skills Series.

Missouri Dept. of Conservation, Jefferson City.
Pub Date—82

Note—106p.; For related documents, see ED 186
175 and RC 013 780.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Answer Sheets, *Certification, Learning
Activities, *Learning Modules, *Outdoor
Education, *Safety Education, Secondary Education,
*Skill Development, Workbooks
Identifiers—*Firearms, *Hunting

Designed for use in a hunter education course or as a self-teaching workbook, the student manual presents the following topics: an overall picture including firearms accidents and hunter education; firearms and ammunition; hunting tradition and ethics; the hunter and conservation; safe firearms handling; hunter responsibilities; hunter preparedness; and step-by-step process for care of game (quail, dove, woodcock, turkey, pheasant, grouse, ducks, geese, squirrel, rabbit, and deer). Each chapter contains objectives for the lesson, detailed information on the topic, a glossary of terms used in the lesson, and review questions to be answered. The final evaluation of course objectives, consisting of

50 questions from the chapter reviews, and an answer sheet conclude the manual. (ERB)

ED 225 741 RC 013 782

Warner, Mona

Salta a Cantar (Jump Up to Sing). Children's
Songs in Spanish.

Oregon Migrant Education Service Center, Salem.
Pub Date—15 Aug 82

Note—45p.

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Activities, Cultural Aware-
ness, Early Childhood Education, Elementary
Education, *Migrant Education, *Music Educa-
tion, *Singing, *Spanish, *Spanish Speaking
Identifiers—*Folk Music, Musical Scores, *Songs

Since most children like to sing, singing Spanish songs is a learning experience that will be remembered. For Spanish speaking children, singing Spanish songs will build their self esteem and create a more comfortable environment. Children who do not speak Spanish will obtain a good feeling for the beauty of the language and will enjoy learning some Spanish words. This booklet provides the words and musical scores to the following 34 Spanish songs, many of which are traditional folksongs from various countries: Las Estaciones; Esta Lloviendo; El mes de Abril; Ay, Que Lindo Dia; Good Morning, Mi Amor; Mira Que Bella; En mi Corazon; Echen Confites; Ninas Bonitas; Don Juan; A la Derecha; Tengo Cinco Canicas; Uno Dos y Tres; A-B-C-Ch; La Munecca; Pin Pon; Vengan a Ver Mi Rancho; Patito, Patito; Quiriquiri; Mi Gallo; El Perro Dice; Elena la Ballena; Maria Isabel; Los Pollos Dicen; Al Galope; La Feria de San Juan; La Rana; El Carro Ford; La Llorona; A la Nanita; Vidalita; Las Mananitas; Alegria; and Los Pastores a Belen. (NQA)

ED 225 742 RC 013 783

Loyd, Brenda H.

Analysis of Content-Related Item Bias for Anglo
and Hispanic Students.

Pub Date—Mar 82

Note—19p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (New York, NY, March 19-23, 1982).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anglo Americans, Comparative
Analysis, *Content Area Reading, English, *His-
panic Americans, Intellectual Disciplines, *Item
Analysis, Mathematics, Natural Sciences, Se-
condary Education, Social Studies, *Test Bias
Identifiers—*ACT Assessment

A random sample of October, 1979, test sites was selected to assess the potential bias of the ACT Assessment. From this sample, sites which tested at least five Anglos and five Hispanics were included; the final sample contained a total of 876 students (403 Anglo and 373 Hispanic). Using the primary hypothesis, "There is no interaction between the items and ethnic groups," a three factor (items, sex, and ethnic group) analysis of variance design was used to separately analyze the four tests (English, mathematics, social studies, and natural science). The item by ethnic group interactions were statistically significant for two of the four content tests, English usage and social studies. Items significantly contributing to the item by ethnic group interactions were analyzed further. Within the English usage test, five reading passages (six items) contributed to the item by ethnic group interaction; three items favored Anglos and three favored Hispanics. Seven items were identified for the Social Studies Reading tests, four favored Anglos and three favored Hispanics. Over the two tests, there were seven items favoring Anglos and six favoring Hispanics; therefore, the tests could not reasonably be said to favor one group decisively more than the other. Four tables are appended. (BRR)

ED 225 743 RC 013 784

Flores, Mercedes And Others

Cultural and Program Awareness Manual for Mi-
grant Educators. Directions and Program Aware-
ness for Administrators, Teachers, and Aides.

Oregon Migrant Education Service Center, Salem.
Spons Agency—Oregon State Dept. of Education,
Salem. Compensatory Education Section.

Pub Date—Aug 82

Note—142p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cultural Awareness, Cultural Background, *Cultural Differences, Definitions, Educational Finance, Educational Needs, Elementary Secondary Education, *English (Second Language), Language Patterns, Language Skills, Life Style, Mexican Americans, Migrant Children, *Migrant Education, *Migration Patterns, *Multicultural Education, Resource Materials, Sociocultural Patterns, Student Motivation

Identifiers—*ESEA Title I Migrant Programs, Oregon, Russian Americans

Intended for administrators, teachers, aides, and personnel working with children of seasonal farmworkers, the manual, designed to help educators understand the Title I-M program and the children it serves, addresses such specific areas as migration patterns, ethnic and cultural backgrounds, English as a second language (ESL), problems of secondary youth, multicultural education, and a general understanding of the migrant child. Educators can use all or part of the manual to conduct workshops, meetings, classroom lessons, individual and small group tutoring sessions, or to learn more about the migrant education program and its orientation. Divided into eight sections, the first four sections deal with the nature, funding efforts, and goals of the Title I-M program; describe and illustrate state and national travel patterns of migrant workers; explain the mobile life, characteristics, and problems of migrant children; and deal with the two major ethnic groups in Oregon, the Mexican American and the Russian Old-Believers. The last four sections deal with language differences of the migrant child and ESL activities; show how schools can set up a viable multicultural program and provide motivation for the Chicano student; identify and define 81 migrant education terms; and list 223 educational and instructional resources and materials. (NQA)

ED 225 744

RC 013 785

Stoessiger, Rex

Leaving School in Rural Tasmania. Research Study No. 54.

Tasmanian Education Dept., Hobart (Australia).
Spons Agency—Australian Schools Commission, Canberra.

Report No.—ISBN-0-7246-1728-0

Pub Date—80

Note—116p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Persistence, Access to Education, Career Awareness, Disadvantaged, *Dropouts, *Employment Opportunities, Females, Foreign Countries, Interviews, *Job Analysis, Questionnaires, *Rural Areas, School Holding Power, Secondary Education, Underemployment, *Unemployment, Work Attitudes

Identifiers—*Australia (Tasmania)

Three regions of Tasmania (the Huon Valley, North-East Tasmania, and the Derwent Valley) were studied between June 1978 and June 1980 to discover what happens to school leavers in rural country areas and how their options and opportunities were to be considered with regard to range of occupational choices perceived to be or actually available. A simple questionnaire, administered by classroom teachers and filled out by all Year 9 and 10 students, yielded 1,018 usable questionnaires in the initial survey, and second questionnaires, sent to 430 actual school leavers, yielded 302 usable responses. Finally, interviews of those replying to the second questionnaire were selected via a random sample of unemployed and of females whose school potential appeared greater than their employment status ($n=37$). Findings included: a strikingly low retention rate beyond Year 10 of the rural Tasmanian students when compared to urban students or rural students from other states; rural school leavers had a need to and a great desire to work; female leavers made up nearly two-thirds of the unemployed; and the "disadvantaged" rural (the Huon) did not present more problems than other areas. Appendices include: 2 questionnaires, 37 interview transcripts, names and types of schools, and an employment scale. (AH)

ED 225 745

RC 013 786

Stoessiger, Rex

School Leavers in Country Areas. A Study of School Leavers in Selected Rural Areas of Western Australia, Queensland and Tasmania. Research Study No. 55.

Tasmanian Education Dept., Hobart (Australia).
Spons Agency—Australian Schools Commission, Canberra.

Report No.—ISBN-0-7246-1736-1

Pub Date—80

Note—103p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Persistence, Access to Education, Career Awareness, Disadvantaged, *Dropouts, *Employment Opportunities, Females, Foreign Countries, Interviews, *Job Analysis, Questionnaires, *Rural Areas, School Holding Power, Secondary Education, Underemployment, *Unemployment

Identifiers—*Australia, Australia (Queensland), Australia (Tasmania), Australia (Western Australia)

Two or three selected rural regions in Western Australia, Queensland, and Tasmania were surveyed to find out what happens to school leavers in rural areas of Australia and how their perceived options and actual opportunities can be enhanced. The three-phase survey began with a questionnaire being administered to all Year 9-12 students in Western Australia and Queensland and all Year 9-10 students in Tasmania ($n=3432$). The second questionnaire, sent to 978 actual school leavers, yielded 762 responses and the final phase was comprised of approximately 30 interviews. Background information on the selected regions, i.e., economic, demographic, social, cultural, and educational characteristics, were compared and unusual features and differences between areas noted. Each state used its own data to write an individual report and these formed the basis of the national analysis and comparisons. Included in the 14 findings were that 6 months after leaving school, 23% of Western Australia leavers and 30% of Tasmanian and Queensland leavers were unemployed, with female school leavers being the majority of the unemployed. Numerous statistical tables (47) are dispersed throughout the document and a substantial appendix concludes the report. (AH)

ED 225 746

RC 013 787

A Program for Research into Country Education in Australia. Report of the National Conference on Country Education (Launceston, Tasmania, June 17-19, 1977).

Tasmanian Education Dept., Hobart (Australia).

Pub Date—Aug 77

Note—38p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Aspiration, Career Choice, *Dropouts, *Educationally Disadvantaged, Educational Resources, Education Work Relationship, Elementary Secondary Education, Employment Opportunities, Faculty Mobility, Foreign Countries, *National Programs, *Needs Assessment, Outcomes of Education, Parent Student Relationship, *Policy Formation, *Research Needs, *Rural Education, Rural Environment, Staff Utilization

Identifiers—*Australia, Isolation (Geographic)

The Conference's major purpose was to determine areas of investigation which would provide information that would help to shape future policies and means of overcoming educational disadvantage. However, the Conference also focused on positive aspects of education in country regions and the studies proposed as an outcome of the Conference are seen as seeking information that would illuminate positive features as well as problem areas. The Conference recognized that the problems associated with establishing policies relating to country education stem from a diversity in prevailing conditions in the various regions and from a lack of documented evidence of the provision of services, of the problems of children in isolated areas, and of the changing patterns of rural life and job opportunity in Australia. The main proposal of the Conference is that the Schools Commission initiate and support a coordinated program of research into country education. The Conference identified three types of study: a major investigation focusing on a sample of country areas across Australia; studies relating to specific issues in country education thought to be nationally relevant; and collection of information

from education systems about developments in country education and methods of delivering educational resources and services to country areas. (Author/BRR)

ED 225 747

RC 013 788

Behrens, Neville And Others

The Huon Valley Study: Opportunities and Educational Priorities in a Tasmanian Country Area.

Tasmanian Education Dept., Hobart (Australia).
Spons Agency—Australian Schools Commission, Canberra.

Pub Date—78

Note—208p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Aspiration, Access to Education, Community Change, Community Involvement, Delivery Systems, *Dropouts, Educational Attainment, *Educationally Disadvantaged, *Educational Resources, *Education Work Relationship, Elementary Secondary Education, Employment Opportunities, Equal Education, Foreign Countries, *Outcomes of Education, Questionnaires, *Rural Education, *Rural Environment, Rural to Urban Migration, Social Environment

Identifiers—*Australia (Tasmania)

Commencing in 1976, a three-phase descriptive study of southern Tasmania's Huon Valley assessed provision of educational services and outcomes of education in terms of opportunities for young people. Sources of information included: review of existing sources; a follow-up study of three groups of area school leavers (1973, 1975, and 1976); interviews with young people and other community members; information and advice from regular meetings of area school principals; and a Search Conference on the future of the Huon, involving a cross-section of community members. The Huon was seen as undergoing rapid change; the agricultural base had been severely reduced; that part closest to Hobart was becoming part of the commuter-zone; further south, economic decline and a migration from the region were still taking place. It was found that differences in resource provision could not explain differences in educational attainment in the Huon as compared with other Tasmanian regions; the State department provided Huon with as much in the way of resources, especially personnel, as other regions in the State. Rather, the differences (or disadvantages) of country students lay more deeply embedded in the social context of country areas. Seven appendices and a bibliography are included. (BRR)

ED 225 748

RC 013 789

Billy Mills Indian Youth Leadership Program: Program Description.

Institute for Career and Vocational Training, Washington, DC.

Pub Date—82

Note—32p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Education, Career Planning, *Individual Development, *Leadership Training, *Self Concept, Youth, Youth Problems, *Youth Programs

Identifiers—*Billy Mills Indian Youth Leadership Program

Since 1979, the Billy Mills Indian Youth Leadership Program has attempted to address the special growing up problems related to existence in two cultures of approximately 10,000 Indian youth. The program involves Indian youth in processes and activities that provide opportunities to enhance their self-image; develop their leadership potential; and enable them to make choices to improve the quality of their lives. Major components of the program are local and regional workshops, a high quality Indian youth magazine, and an 800 toll-free line. Increased involvement with the youth at local and regional levels is most cost effective and a dynamic method in reaching more youth. At these levels, most youth are at home where they can be taught to organize and operate programs that respond to their situations and needs. In the course of accomplishing this goal they are involved in processes for personal development, physical fitness, career planning and orientation to the world of work. Also included is a brief history of the program, sample workshop agendas, and a list of sponsors, staff, and advisors with resumes. (ERB)

ED 225 749 RC 013 790

Tagg, Geoffrey J.
The Trials and Tribulations of a Rural Superintendent.

Pub Date—82

Note—9p.; Paper presented at the Annual Convention of the American Association of School Administrators (New Orleans, LA, February 26-March 1, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *Administrator Characteristics, Administrator Qualifications, *Administrator Role, Foreign Countries, Interpersonal Competence, Job Satisfaction, *Rural Education, *Superintendents

Identifiers—*Generalists, Isolation (Professional), *Stress (Biological)

The rural superintendency offers unique challenges and insights into the educational process. Rural superintendents require a broader range of administrative training and skills than their urban counterparts, with a strong emphasis on interpersonal skills. The range of problems and daily activities encountered by the rural superintendent is virtually without limit, and as such is a true test of the individual's administrative capabilities. Not everyone is capable of successfully handling such a position, but those who do find a professionally rewarding experience second to none. (Author/BRR)

ED 225 750 RC 013 791

Binay, Hamdi

Turkey: Socio-Cultural Information. The Education of Migrant Workers' Children: Dossiers for the Intercultural Training of Teachers.

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT-(79)-125-E

Pub Date—82

Note—56p.; For related document, see ED 215 830.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, Articulation (Education), Cultural Background, Developing Nations, *Education, *Educational Change, Elementary Secondary Education, *Family Characteristics, Foreign Countries, Higher Education, *Migrants, Nonformal Education, Politics, Religious Factors, Rural Population, *Sociocultural Patterns, Student Certification, Student Evaluation, Teacher Qualifications, Teaching Conditions, Urbanization, Vocational Schools

Identifiers—Holidays, *Turkey

The report provides information on the social situation, the family, and the educational system in Turkey. The social situation is discussed in terms of the history of the Turkish political system, forms of society and social stratification (including causes for migration of Turkish workers abroad), the linguistic situation, religions represented, social life and relationships, and seven holidays. Information on the family covers the evolving status of the family from a traditional pattern to a more modern type, the roles and positions of family members, and eating habits. The education system from pre-school through higher education is summarized. Each educational component is discussed: basic education (primary schools and middle schools catering to children 7-14 years of age); secondary education (general, vocational and technical institutions with courses of at least 3 years' duration); higher education (undergraduate, graduate and postgraduate training in courses ranging from 2 to 6 years); and non-formal education (general education and vocational/technical education) which is integrated with formal education. Other education matters identified include: teaching methods, textbooks, use of media and facilities available; methods and prospects of reform; system of assessment and conditions for promotion; school-leaving certificates and reports; and qualifications demanded of primary and secondary teachers. (BRR)

ED 225 751 RC 013 792

Jaramillo, Senaida I.

Sistema de Transferencia de Archivos para Estudiantes Migrantes: Un Mejor Entendimiento para Padres. (Migrant Student Record Transfer System: A Better Understanding for Parents).

Oregon Migrant Education Service Center, Salem. Spons Agency—Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date—Feb 83

Note—52p.

Language—Spanish; English

Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Academic Records, Credits, Databases, Dial Access Information Systems, Elementary Secondary Education, Health Needs, *Medical Case Histories, *Migrant Education, *Online Systems, Profiles, *Student Records

Identifiers—*Medical Records, *Migrant Student Record Transfer System

When migrant children are enrolled in the Migrant Education Program, they are also enrolled in the Migrant Student Record Transfer System (MSRTS), a national system which accumulates educational and health information for each child on a computer located in Little Rock, Arkansas. The system affords teachers the opportunity to review the records, determine the student's needs, and plan activities accordingly. Medical records are examined for any problem which may require immediate attention. If a family moves, the school updates all pertinent information on the child's record. When the child enrolls in another school, the new school receives the updated academic and health records. Intended to give parents a better understanding of the school records provided through the MSRTS, this booklet, written in Spanish and English, provides a brief overview of the MSRTS and each section of the educational and medical records. Recommendations on what parents can do are provided for each of the sections: educational records—student data, educational skills data, secondary credit data, and supportive data; and medical records—student data, recent health providers, problem list, patient and family history, screening data and labs, and immunization data. The booklet concludes with general information on accident insurance and parents' rights to review student records. (NQA)

ED 225 752 RC 013 797

Deaton, Bob Morgan, Dan

Tough Times: Community Coordination and Development in Child Protective Services in a Rural Area.

Pub Date—Jul 82

Note—14p.; Paper presented at the Annual National Institute on Social Work in Rural Areas (7th, Dubuque, IA, July 25, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Child Abuse, *Child Neglect, *Community Coordination, Community Planning, *Community Programs, Community Services, Family Problems, Libraries, Publicity, Resource Materials, Rural Development, *Social Support Groups

Identifiers—Consciousness Raising, *Missoula Council Child Protect Family Support MT, Montana (Missoula), Rural Areas

The origins and development of the Missoula Council for Child Protection and Family Support are traced during its first 9 months as a community group focusing upon projects and issues to alleviate child abuse and neglect. The approach used is described as a mixture of rural community development and planning. Among projects listed as completed thus far are: public service announcements (television announcements, radio script, posters, and a toll-free number for specific details); resource library; Parents Anonymous (a local P.A. chapter was formed and a state coordinator selected through the Council's efforts); child sexual abuse dolls kit (two sets of anatomically correct dolls were purchased for treatment and diagnosis of young victims); and a community-wide survey of services to children and families was completed. This survey elicited information about the range of services, unmet needs, and priorities for services; 53 different programs for families and children were identified. Council priorities for planning and action resulting from the survey are listed as community education, education in the schools, self-help groups, developing new programs, and continued inter-agency coordination. The Council's major problem is seen as the limited amount of time and energy available to do needed projects, fund-raising, and organizational activities. (BRR)

ED 225 753 RC 013 798

Johnson, Gene, Comp. And Others

Navajo Materials For Classroom Use: K-12 Curriculum Directory (Preliminary Edition).

Rough Rock Demonstration School, AZ. Navajo Curriculum Center.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—Sep 81

Note—167p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—American Indian Culture, *American Indian Education, American Indian Languages, Annotated Bibliographies, *Bilingual Instructional Materials, *Cultural Context, Elementary Secondary Education, Instructional Materials, *Native Language Instruction, *Navajo, *Reading Materials

Compiled as part of Title IV-B Materials Development Project at Rough Rock Demonstration School, the bibliography attempts to address: (1) what Navajo-based materials already exist and are available; (2) where Navajo curriculum development is currently taking place; and (3) what needs exist at the present stage of Navajo curriculum development. Materials listed fall into two broad categories: those written primarily in Navajo (132 citations), and those which are bilingual (Navajo/English) or which are written entirely in English (156 citations). Sections I and II contain information on written materials dated from 1949 to 1981—fiction and non-fiction readers, Navajo-based texts on social studies, science, history, mathematics, physical education, music, and teacher's guides which accompany textual material. Materials are first divided into grade levels, then cited alphabetically by author's last name. Each citation includes author's name, title, date and place of publication, grade level, content of material, graphics, size, recommendations for use, and availability information. Section III provides a directory of 8 major Navajo and Native American audio-visual resources; Section IV lists 14 major periodical publications; Section V contains 129 citations on Navajo and Native American culture and language; and Section VI provides a descriptive listing of 44 curriculum development centers, libraries, museums, and publishers. (ERB)

ED 225 754 RC 013 799

Faas, Ronald C. Howell, Robert E.

Coping With Rapid Growth: A Community Perspective. Coping With Growth.

Oregon State Univ., Corvallis. Cooperative Extension Service; Western Rural Development Center, Corvallis, Oreg.

Spons Agency—Extension Service (DOA), Washington, D.C.

Report No.—WREP-20

Pub Date—Aug 79

Note—9p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Change, *Community Planning, *Community Problems, Coping, Decision Making, Guidelines, *Population Growth, *Public Officials, Rural Areas, Rural Development, Urban to Rural Migration

Identifiers—*Boomtowns, *Impact Studies

The guide introduces a method of identifying problems associated with rapid community growth; outlines several growth management options, and some challenges to be faced when attempting to influence related policy choices; and examines how people being impacted might cope more effectively. Part I, "Growth Impacts Assessment," provides an overview of rapid growth impacts, and introduces an impact assessment and management model. Part II, "Community Growth Management," identifies several alternatives for coping with rapid growth, and examines processes and prospects for influencing growth management decisions. Part III, "Coping with Rapid Community Growth," outlines several opportunities for citizens living in impacted communities to obtain more effective leverage in the public decision-making process. The section also suggests an important role for public agency professionals and appointive officials in growth impacts assessment and in the analysis of growth management options. (AH)

ED 225 755

RC 013 800

Siegler, Theodore R. Meyer, Neil L.

Assessing Fiscal Impact of Rural Growth. Coping With Growth.

Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.

Spons Agency—Extension Service (DOA), Washington, D.C.

Report No.—WREP-29

Pub Date—Mar 80

Note—7p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Planning, Community Problems, Community Services, Decision Making, Evaluation Methods, Financial Problems, Fiscal Capacity, Guidelines, Long Range Planning, Population Growth, Public Officials, Rural Areas, Rural Development

Identifiers—Boomburbs, Impact Studies

Growth or development affects a rural community in three separate but interrelated areas: private, social, and public sectors. Private impacts are economic shocks to businesses and citizens of the community. Social impacts affect the community structure as well as individuals within the community, i.e., increased property tax costs may create hardships for young residents who wish to purchase housing, as well as for older residents on fixed incomes. Public sector is impacted by growth because elected officials are ultimately responsible for coping with changes in the community. Officials must deal with increased demands for public services and rising property tax rates, planning, and zoning decisions. Because of the importance of public sector decisions, it is essential that officials carefully analyze the potential impacts of growth. This publication attempts to provide a simple framework that can be used by officials and citizens to assess the effect of a specific development on public sector costs and revenues over time. (AH)

ED 225 756

RC 013 801

Young, John A. Caday, Peter

Small-Scale Farming: A Portrait from Polk County, Oregon.

Oregon State Univ., Corvallis. Agricultural Experiment Station.; Western Rural Development Center, Corvallis, Oreg.

Report No.—WRDC-Paper-2

Pub Date—Aug 79

Note—39p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Farmer Education, Classification, Delivery Systems, Farmers, Government Role, Improvement Programs, Income, Individual Characteristics, Job Satisfaction, Part Time Farmers, Quality of Life, Rural Environment, Rural Extension, Social Values

Identifiers—Cooperative Extension Service, Economies of Scale, Government Citizen Relationship, Independent Behavior, Oregon (Polk County), Small Farms, Work Ethic

A study of small-scale farmers in Polk County, Oregon, examined characteristics of, and variations among, small-scale farmers and developed some guidelines for assistance programs targeted for such a group. During the months of May, June, and July of 1978 an average of 4 days a week was spent locating and interviewing 44 small farm operators in Polk County. A special effort was made to allow respondents to express themselves freely, and lengthy interviews resulted. Based on a number of variables, four types of small-scale farmers emerged: type I (part-time rural residential farmers), type II (alternative agriculturalists), type III (older farmers and retirees), and type IV (aspiring commercial farmers). Small-scale farmers were found to be self-reliant, to have a strong work ethic, to view farming as a way of life, to be committed to farming, and to possess anti-government, anti-institutional sentiment. As far as the Cooperative Extension Service is concerned, programs should be structured so that small-scale farmers themselves participate in program planning, and retain some control as the program develops. Despite prevailing anti-institutional sentiment, only 16% of the respondents expressed an unfavorable opinion of the Cooperative Extension Service, and 30% expressed a desire for more frequent contact with their extension agent. (BRR)

ED 225 757

RC 013 802

Lassey, William R., Ed. And Others

Research and Public Service with the Rural Elderly. Proceedings of a Conference (San Francisco, California, April 27, 1979).

Western Rural Development Center, Corvallis, Oreg.

Report No.—WRDC-Pub-4

Pub Date—Oct 80

Note—110p.

Pub Type—Collected Works - Proceedings (021)—

Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Alcoholism, Community Services, Cultural Differences, Ethnic Groups, Federal Programs, Housing, Needs Assessment, Nutrition, Older Adults, Research Needs, Rural Population, Rural Urban Differences, Social Science Research, Social Services

Identifiers—United States (West)

Papers contained in the volume, apart from the introduction and final chapter, were prepared for a 1979 conference on "Research and Public Service with the Rural Elderly," held in conjunction with the annual meetings of the Western Gerontological Society. Developed with an intent toward building a stronger emphasis on research and public service in western United States, the papers include: "Research with the Rural Elderly: A National Perspective" by Edward O. Moos; "Elderly People in Rural America" by Marie L. Lassey, William R. Lassey, and Gary R. Lee; "Research-Based Programs for the Rural Elderly" by Raymond T. Coward; "Needs Assessment Among Older Rural Americans in the West," John E. Kushman and James Fujii; "Alcohol Use Among the Rural Elderly in Arizona" by Victor A. Christopherson; "Rural-Urban Residence and Aging: Directions for Future Research," Gary R. Lee and Marie L. Lassey; "Research Priorities Concerning the Rural Elderly" by William R. Lassey, Marie L. Lassey, Gary R. Lee, and Naomi Lee. A list of conference participants is appended. (AH)

ED 225 758

RC 013 803

Young, John A.

A Niche for Small-Scale Farmers: Report of a Five-State Survey.

Oregon State Univ., Corvallis. Agricultural Experiment Station.; Western Rural Development Center, Corvallis, Oreg.

Report No.—WRDC-Paper-5

Pub Date—May 81

Note—65p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age, Classification, Educational Attainment, Farmers, Government Role, Income, Individual Characteristics, Job Satisfaction, Objectives, Part Time Farmers, Public Policy, Quality of Life, Rural Environment, Social Values, Work Experience

Identifiers—Colorado, Economies of Scale, Government Citizen Relationship, Hawaii, Independent Behavior, Montana, New Mexico, Oregon, Small Farms, United States (West)

This paper reports on a survey of 221 small-scale farmers conducted in 5 western states. Despite the current productive dominance of large farms, an argument can be made that small-scale farming is desirable both for social and ecological reasons. Discussion focuses on the tradition-oriented goals and values of small-scale farmers, special problems associated with smallness of scale, diverse sources of income, cost-minimization and risk reduction strategies, and determinants of financial viability. Results indicate that there are economic penalties attached to heavy investments of time and resources by respondents who attempt to make a living primarily by farming. In most cases nonfarm sources of income are necessary to offset insufficient farm income and provide the bulk of the support for the household. It is concluded that institutional change should be directed toward increasing the financial rewards for farming on a small scale rather than encouraging farmers to incur the risks associated with expanded scale of operation. Six appendices with a total of 34 tables conclude the document. (Author/BRR)

ED 225 759

RC 013 804

An Agenda For the Future. Proceedings from the Conference on Health Planning and Rural Development (Corvallis, Oregon, July 21-22, 1980). Summary.

Department of Agriculture, Washington, D.C.; Farm Foundation, Chicago, Ill.; Western Rural Development Center, Corvallis, Oreg.

Report No.—WRDC-Paper-12

Pub Date—Jul 81

Note—9p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coordination, Health Education, Health Personnel, Health Services, Hospitals, Older Adults, Policy Formation, Rural Areas, Rural Population

Identifiers—United States (West)

Investigating ways to improve the delivery of health care services to rural residents through health planning and rural development activities was the purpose of the 1980 conference. Four topics addressed by the participants were chosen because of their importance to the rural health systems of western communities and because coordination of efforts in these areas would be beneficial. Topics included: the role of the rural hospital; health personnel in rural areas; rural health education; and special impacts affecting care. Research or position papers were presented on each topic, followed by group discussion and descriptions of instances where health planners and rural development specialists have been working together. Participants then formulated recommendations which were categorized according to policy development, coordination, and research activities. These proceedings present a brief summary of each of the four topic sessions and the recommendations developed at the conference. Appended is a list of conference participants. (AH)

ED 225 760

RC 013 805

Clever, George

Where Have All the Mathematics Teachers Gone?

Pub Date—82

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. FC Not Available from EDRS.

Descriptors—American Indian Education, Back to Basics, Educational Improvement, Elementary School Mathematics, Elementary Secondary Education, Higher Education, Mathematics Achievement, Mathematics Education, Mathematics Teachers, Modern Mathematics, Secondary School Mathematics, Student Motivation, Teacher Effectiveness, Teacher Role

Three basic causes for the general decline in mathematics achievement among high school graduates nationally are poor motivation to learn math, poor math curriculum, and poor or no mathematics instruction. Many Native Americans drop mathematics because of lack of challenging courses or interesting teachers in their high schools. Since American Indians are often tracked into "vocational" programs requiring minimal math study, college work in mathematics and technical careers are closed to them. During the 1950's, efforts of universities to re-educate mathematics teachers from art, home economics, and shop teachers emphasized the improvement of mathematics knowledge, almost to the exclusion of instructional methods. Thus, students, taught by teachers who do not like mathematics, are bored with outdated calculation drills and ignore the algorithms of computer operation. When American Indian students, who have poor math achievement in middle and high school, do enter the university, they need remedial mathematics courses to survive. The stress of remedial work increases the possibility of dropout or certainly an extended time for degree completion. The status of mathematics teachers can be improved by: higher salaries; more efficient use of time; elementary and middle school math specialists who teach diagnostically; more current, relevant and interesting mathematics; computer based instruction. (NQA)

ED 225 761

RC 013 806

Clever, George

A Mathematics Clinic for University Students.

Pub Date—82

Note—12p.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, *College Mathematics, *College Students, Diagnostic Teaching, Higher Education, *Individualized Instruction, *Learning Laboratories, Mathematics Achievement, Mathematics Education, *Mathematics Instruction, Teaching Methods

Four interference factors to math learning are poor or no instruction, low motivation, inappropriate learning theory, and physiological learning dysfunction. The math clinic, a teaching-learning strategy, uses diagnostic teaching skills and various learning rates for math studies. Instruction is matched to the student from information provided by diagnostic tests, learning behavior knowledge, and sensory population data. Lessons may be assigned by the teacher, using material from one or a combination of learning systems, i.e., an individualized laminated system, computer-video screen instruction, teacher-centered lecture, discovery lessons, small peer taught lessons, and individual reading and research. A typical university instructional model in mathematics includes large lecture classes, non-English-speaking teaching assistants, self-taught American Indian students, and tutored problem study labs. Students find math resource centers crowded, impersonal, staffed by foreign nationals graduate students, and unable to go beyond review of a particular problem solving strategy. The university mathematics study model uses a survey and diagnostic placement test in conjunction with the ACT-SAT math scores for math class or clinic placement and individualized instructional systems (i.e., video tape lectures, computer assigned instruction, math text and reference library, games, films, diagnostic teacher-tutors). Students enrolled prepare a math course or complete a math course for credit. (NQA)

ED 225 762 RC 013 807

Cleaver, George

What Is College Math All About for Native Americans?

Pub Date—82

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indian Education, *American Indians, *Classroom Environment, Classroom Techniques, *College Mathematics, Higher Education, *Mathematics Education, Remedial Mathematics, *Student Behavior, Teacher Role

The lack of high school and college mathematics is a major barrier to Native Americans, particularly women, seeking careers in technological fields. Mathematics should be studied because it is functional, is interesting, and expands an individual's universe. In the college classroom, the mathematics students find that classes are large; only 15% of the students learn from a particular class; mathematics sometimes requires special reading and listening skills; professors teach one model of problem and assign another; students do more "homework" in clock hours for math than any other study, except computer science; the quicker students learn, the more problems they have to work; remedial classes are often a re-run of the teaching techniques that first made students hate math; 22% of undergraduate and 40% of graduate mathematics majors are foreign nationals; graduate assistants teach most of the courses, correct the problems and tests; and professors lecture and conduct research. Some things Native Americans can do to survive mathematics classes include: taking a friend to math class; looking for other textbooks on the same course; taking a course in reading mathematics; getting to know their professor, teaching assistant, tutor; going to class; setting aside time each day for math study; and having a good self-concept. (NQA)

ED 225 763 RC 013 808

Cleaver, George

The Native American Dean: Two Shirts in Conflict.

Pub Date—82

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility, *Administrator Role, *American Indians, College Administration, *Deans of Students, Higher Education, *Role Conflict, *Role Perception, *Student Teacher Relationship

Native American deans are at war with them-

selves daily trying to represent the Native American community, the university, and themselves. Native American deans counsel all students, monitor the students' academic performance, bring programs to the Culture Center, manage a discretionary budget for Native American programs, and do administrative duties (e.g., committees, teach an occasional class, research student achievement, and other office management). Native American deans become victims of gossip, character assassination, and short job tenure. Students need advocates of their concerns before university decision-makers. The relatively short time students spend on campus presents a severe restriction on petition for change. Yet, the Native American administrator has the dual responsibility of protecting university interests. Divide and conquer is applied regularly to minority staff over policy conflicts. Native American issues which are obvious and hidden include a European curriculum that discriminates by omission; a student split on the need for an American studies program; and a highly selective admission and non-existent minority influence in the process. Hidden agendas for Native American students include loneliness and not knowing who, among the student body, is really Indian. What students experience at the university, Native American deans have also experienced. (NQA)

ED 225 764

Swisher, Karen

Attitudes of Parents and Teachers of American Indian Children toward Multicultural Education.

Pub Date—Mar 82

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, American Indians, *Comparative Analysis, Elementary Education, *Multicultural Education, *Parent Attitudes, *Teacher Attitudes

The relationship between Indian education and multicultural education was studied via an exploration of the literature and a survey of a random sample of 50 parents and the total teacher population (n=18) of Standing Rock Community Elementary School, Fort Yates, North Dakota. A 30-item attitude scale with a reliability coefficient of .89 was administered personally to the 50 parents and in a group setting to the 18 teachers. Conclusions based on the statistical treatment of the data gathered for this study indicated a difference between parents and teachers in their attitude toward the concept of multicultural education in their school (grades K-6). Teachers' attitudes were more positive toward such a program than parents, with their attitudes and experience being the two variables which must be considered when drawing conclusions about this differences. Although age and sex did not produce any statistical differences in parent attitudes, differences were found in location of residence of parents, degree of Indian blood, tribal enrollment of parents' and parents level of education. In conclusion, the findings did not provide a definitive answer to the question, but they provided a set of comparative answers suggesting which groups were more favorably disposed than others to the concept of multicultural education. (AH)

ED 225 765

Broil, Rodney L. McQuiston, John M.

American Indian Adult Education and Literacy: Some Findings of the First National Survey and Their Implications for Educational Policy.

Pub Date—Apr 82

Note—38p; Paper presented at the Meeting of the Pacific Sociological Association (San Diego, CA, April, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Literacy, Adults, Alaska Natives, *American Indian Education, *Educational Assessment, *Educational Attainment, Educational Status Comparison, *Eskimos, Hawaiians, High School Graduates, Interviews, National Surveys

Identifiers—*Aleut (Tribe)

The National Indian Management Service of America, Inc. (NIMS), a nonprofit, Indian owned and controlled consulting firm was funded over a 3-year period (1977-1980) by the U.S. Office of

Education/Office of Indian Education to conduct the first national study identifying and accurately describing the extent of problems of illiteracy and the lack of high school completion among adult American Indians, Aleuts, and Eskimos. To achieve a national sample representative of American Indian adults, research included data derived from cluster samples of counties (census districts in Alaska and Hawaii) throughout the United States. Structured home interviews provided information on functional literacy, educational attainment, and social situations of adult Indians, and descriptions of federal and state supported programs providing adult education services were also obtained. Results of this study have important implications for the future of Indian education. For the first time in history, a national data base accurately assessing the functional literacy, educational attainment, and expressed needs of American Indian adults is available to assist educators, legislators, tribal decision-makers, and others in their efforts obtain better educational quality and more Indian self-determination, and to achieve the goals, purposes, and funding levels necessary to enhance the educational programs of all Indians, Aleuts, and Eskimos of this nation. (Author/AH)

ED 225 766

Worrest, Henry N.

Curriculum Development at Pretty Eagle School: Some Success and Some Problems.

Pub Date—Nov 82

Note—8p; Paper presented at the Joint Meeting of the Annual Rural and Small Schools Conference and Kansas Community Education Association (4th, Manhattan, KS, November 15-16, 1982).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, *Change Strategies, *Curriculum Development, Elementary Education, *Inservice Teacher Education, Private Schools, Program Descriptions, *Staff Development, *Teacher Improvement

Identifiers—*Pretty Eagle School MT

The curriculum development project at Pretty Eagle School (a private school on the Crow Indian Reservation in southeastern Montana serving 100 students, prekindergarten through grade 8) was started in the fall 1980 with funding acquired from federal and private sources. A comprehensive program of curriculum development and staff development was implemented through a contract with Montana State University for graduate level courses dealing with planned change; methodology of curriculum development, i.e., curriculum mapping, scope and sequence, objectives writing, etc., and courses for teachers of Indian children. The second year of the project (1981-82) involved the hiring of a small group of specialists to assist in areas such as testing, science, mathematics, and language arts. By the end of the year, teachers had developed a rough draft of their curriculum document. During the summer 1982, the rough draft was edited and re-edited to provide a draft in a format usable by the teachers. A director, hired for the current school year (1982-83), will be responsible for finalizing the curriculum document. (AH)

ED 225 767

Goodfellow, Marianne

Maintaining the Elderly in Their Own Homes: The Role of Helping Networks. Extension Studies 90.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

Pub Date—Aug 82

Note—21p; Master's Thesis, Pennsylvania State University.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delivery Systems, *Family Role, Friendship, Information Needs, *Older Adults, Rural Environment, *Rural Population, *Social Services, *Social Support Groups

Identifiers—*Caregivers, Neighbors, Pennsylvania

Data collected in 1981 from rural Pennsylvania were used to examine use of informal family and friendship networks and formal services as these relate to independent living among the elderly. Policymakers have tended to shift the burden of care from formal social services to informal helpers based mainly on studies of urban elderly. To show that the strategy now being pursued by policymakers may not be effective when considering rural elderly

erly, a conceptual model was developed which incorporated exchange theory as the foundation for the existence of helping networks of the elderly. Findings did support previous research concerning the role of informal helpers. The rural sample had a high level of support from primary associates such as family (64.6%) and friends and neighbors (13.1%). A few of the respondents did receive help from the formal social services sector (11.4%). A prior hypothesis that friends and neighbors have replaced the family as caregivers for the elderly was not supported. Approximately 1/5 of those who got informal help, but not formal agency help, stated that they did not seek formal help because they perceived a deficiency in social services or they lacked information necessary to link with the appropriate agency. (BRR)

ED 225 768 RC 013 813

Decore, A. M. And Others

Native People in the Curriculum.
Alberta Dept. of Education, Edmonton.

Pub Date—Sep 81

Note—147p; For related document, see RC 013 814.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—American Indian Education, Annotated Bibliographies, Atlases, *Canada Natives, *Content Analysis, *Controversial Issues (Course Content), Cultural Awareness, *Curriculum Evaluation, Elementary Secondary Education, Ethnic Stereotypes, Resource Materials, *Social Studies, Textbook Bias, Textbook Evaluation Identifiers—*Alberta

In summer 1982, at the request of Alberta Education, an evaluation study was undertaken of all learning resources presently listed in their publications "Alberta Social Studies Learning Resources for Elementary Schools" and "Alberta Social Studies Learning Resources for Secondary Schools, 1980/81," including recommended and required resources, as well as teaching units, Kanata Kits, and Alberta Heritage Learning Resources. A total of 246 named titles are included in the evaluation. The basis for the evaluation was the way native people are portrayed in the curriculum, and the way native-related issues are dealt with. This study was unusual in that so many different kinds of resources at all levels were evaluated, and so many categories of evaluation were included. This report is divided into two components, the report itself and an annotated bibliography. Included in the body of the report are discussions of what was studied, how the study was carried out, general observations about the curriculum materials studied, and conclusions drawn from the study. The second, larger part of this report is an annotated bibliography (Appendix B) of books that provided the data for the body of the report. (AH)

ED 225 769 RC 013 814

Decore, A. M. And Others

Native People in the Curriculum. Report Summary.

Alberta Dept. of Education, Edmonton.

Pub Date—Feb 82

Note—17p; For related document, see RC 013 813.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, Atlases, *Canada Natives, Content Analysis, *Controversial Issues (Course Content), Cultural Awareness, *Curriculum Evaluation, Elementary Secondary Education, *Ethnic Stereotypes, Resource Materials, *Social Studies, *Textbook Bias, Textbook Evaluation Identifiers—*Alberta

In summer 1981, at the request of Alberta Education, an evaluation study was undertaken of all learning resources presently listed in "Alberta Social Studies Learning Resources for Elementary Schools" and "Alberta Social Studies Learning Resources for Secondary Schools," including recommended and required resources, as well as teaching units, Kanata Kits, and Alberta Heritage Learning Resources. A total of 246 named titles are included in the evaluation. The basis for the evaluation was the way native people are portrayed in the curriculum, and the way native-related issues are dealt with. This summary report discusses several kinds of problems which were noted in the evaluation of individual learning resources: errors of fact; errors of representing theory, speculation, or approximation as fact; errors of attribution; errors of implication; problems of context; stereotyping repetition; the American border; periods and problems; historical reinterpretation; ideologies; and problems related to the inquiry approach. The report also shows the Alberta Heritage Learning Resources posed serious problems that required editorial revision; supplementary editorial introduction for teachers, students, or both; or in the case of six titles, outright abandonment. (AH)

ED 225 770 RC 013 815

Trujillo, Lorenzo A.

Hispanic Tradition-Folkloric Music and Dance.

Pub Date—Jan 83

Note—6p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Activities, *Dance, *Folk Culture, Hispanic Americans, *Music, *Spanish Americans, *Spanish Culture Identifiers—Cardenas (Victor), Colorado, Cultural Values, *Folk Dance, *Musical Scores, New Mexico

The Hispanic folkloric tradition of Colorado and New Mexico had its beginning in the 1500's and 1600's when the area was colonized by the Spaniards. The "manito" (used by Hispanics in the Southwest to refer to descendants of the area's Spanish colonials) culture has maintained a strong sense of ethnic identity because of geographic isolation in rural and urban areas, close family ties, close relationship to the land, and definite patterns emphasizing culture and language maintenance. The "Valse de los Panos" (waltz of the scarves) is a unique example of how the Hispanic tradition still survives. This dance and music originated in the court dance of 16th century Spain. During that period, it was forbidden for physical contact to occur between a man and a woman. An acceptable way to dance without touching was to have a material scarf bind the dancers together. The woman's scarf was symbolic of her honor, which has always been the highest of values for the Hispanic caballero. Therefore, the dance's historical and cultural value assumes a greater significance when the psychological and cultural values that have given rise to this kinesthetic statement are considered. The dance has traditionally been performed at the initiation of a ball. The paper describes the dance and music. (NQA)

ED 225 771 RC 013 816

Lewis, Anne

Ensuring Excellence in Rural Education. Proceedings of the Rural Education Seminar (Washington, D.C., May 3-5, 1982).

American Association of School Administrators, Arlington, Va.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC.

Pub Date—Nov 82

Contract—300-82-0226

Note—95p.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Community Support, Comparative Analysis, *Demonstration Programs, Differences, Educationally Disadvantaged, *Educational Quality, Educational Technology, Elementary Secondary Education, *Equal Education, High Schools, Long Range Planning, *Needs Assessment, *Rural Education, Rural Environment, Rural Urban Differences, Teacher Education, Vocational Education Identifiers—Isolation (Geographic), Isolation (Professional)

Drawing on papers presented at the rural education seminar, "Ensuring Excellence in Education for Rural America," and other sources, the report consists of an overview, examples of excellence, barriers to excellence, areas of continuing need, and appendices dealing with the conference. Highlights from the executive summary include: approximately one-third of the nation's elementary and secondary public school students attend schools in small towns and rural areas; two-thirds of the nation's school districts enroll fewer than 2,500 students; 17 states are predominantly rural; rural school districts average about 20% less spending per pupil than metropolitan districts and have fewer extended services, such as vocational education and preschool programs; and polls show that rural people are generally pleased with their schools. The most important characteristic noted for rural schools, however, is their differences from each other. While

there are many strengths stressed for rural education, priorities proposed for rural schools would include: adequately trained teachers and administrators; opportunities to develop rural relevant curricula; assessment of instructional needs of rural students; long-range planning; sensitivity to the "rural situation" in financing and mandates by state and national officials; and careful examination of the impact of decreased federal funding in rural areas. (BRR)

ED 225 772 RC 013 817

Connolly, Laura H.

How ERIC Can Help Librarians in Rural Areas Meet the Information Needs of Teachers, Administrators, and Students.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 82

Contract—400-78-0023

Note—26p; Cover title "Rural Librarians and ERIC."

Available from—ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (Free while supply lasts).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Cooperative Programs, *Information Needs, *Librarians, Library Equipment, Library Services, *Perception, *Resource Materials, *Rural Schools, *School Personnel, Student Needs Identifiers—*ERIC, Isolation (Geographic), Networking

This pamphlet discusses some of the information needs of rural schools, offers ideas on how to educate rural librarians and other rural educators about ERIC, illustrates how to successfully use the system, enumerates the kind of materials and equipment needed, stresses cooperation among rural educators, lists addresses and telephone numbers where further information on ERIC can be obtained and, finally, lists addresses from whence to order ERIC products. The information in this pamphlet was obtained almost wholly from: librarians, library media specialists, area education agencies, and state departments of education who are now using ERIC in rural schools. (Author)

ED 225 773 RC 013 818

Chabran, Richard Garcia, Francisco

Chicano Periodical Index: A Cumulative Index to Selected Chicano Periodicals Between 1967 and 1978.

California Univ., Berkeley. Chicano Studies Library.

Report No.—ISBN-0-8161-0363-1

Pub Date—81

Note—972p; Produced by the Committee for the Development of Subject Access to Chicano Literatures.

Available from—G.K. Hall Library Catalogs, 70 Lincoln St., Boston, MA 02111 (\$60.00 U.S.; Outside the U.S. \$69.00).

Pub Type—Reference Materials - Directories/Catalogs (132) - Books (010)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Authors, Community Leaders, Cultural Awareness, Cultural Background, Educational Legislation, Folk Culture, *Library Collections, Mexican American History, Mexican American Literature, *Mexican Americans, *Periodicals, *Permuted Indexes, Subject Index Terms, *Thesauri

Identifiers—*Chicano Literature, *Chicano Periodical Index Project, Chicano Thesaurus

The Index provides comprehensive access to 18 Chicano periodicals which were retrospectively indexed through October 1978. All material within the periodicals was indexed except photographs and advertisements. Periodicals were selected from academic journals, general consumption magazines, and humanities journals. The Index consists of three main sections: Thesaurus, Subject Index, and Author/Title Index. Arranged in a structured format, the Thesaurus lists terms and relationships among them. The Thesaurus consists of three segments: Alphabetic (an alphabetical listing of terms in the hierarchy together with cross references to other acceptable terms and scope notes clarifying ambiguous terms); Permuted (an alphabetical index which displays on a rotating basis each keyword of a multi-word term); and Hierarchical (an alphabetic array of

all the "Broadest Terms". Arranged alphabetically by subject term and author, the Subject Index contains full bibliographic information (author, title, source, pages, etc.). The Author/Title Index is arranged by interfiled authors and titles alphabetically. The Index also includes a key which lists the short form of the journal title as it appears in the Index, the publishing dates for the periodical title, the complete title, the publisher's address, and the institution at which the journal was indexed. (NQA)

ED 225 774 RC 013 819

Spoonley, Paul
The Polynesian and Educational Inequality in New Zealand.

New Zealand Association for Research in Education, Wellington.

Pub Date—2 Dec 81

Note—42p; Paper presented to the Joint NZARE-AARE Special Interest Seminar (Palmerston North, New Zealand, December 2, 1981). For related documents, see RC 013 820-823.

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Equal Education, Foreign Countries, Indigenous Populations, *Language Acquisition, *Language Attitudes, Language Planning, *Language Role, *Multilingualism, Official Languages, *Policy Formation, Political Influences

Identifiers—Asia (Southeast), Maori (Language), Maori (People), *New Zealand, *Polynesians

New Zealand shares with other Southeast Asian nations two sets of problems which stem from the presence of several distinct communities in one geographical/political area: the first relates to treatment of linguistic minorities, indigenous and immigrant; the second is that of social or regional dialects which, while not totally distinct from an official language used in schools, are sufficiently different to cause acute problems of communication, or to become focal points of ethnic assertiveness. Several topics dealing with languages and education are explored: policy questions, reactions of authorities, principles for language planning, language and ethnicity, personality and territoriality, the fate of vernaculars, language and political unity, costs and benefits, modernization, social and political outcomes, values and value judgements, standardization of major regional and ethnic languages, and unity in diversity. It would not seem unreasonable to expect that some provision for study of minority languages such as Samoan, Greek, Polish, Cantonese, and Serbo-Croatian should be made in the New Zealand secondary school system on at least as generous a basis as that provided for children in the Maori community to study Maori in the 1940s. Whatever their form and content, "educational" policies affecting language use in linguistically diverse societies are political, not pedagogical, in essence. (BRR)

ED 225 775 RC 013 820

Harker, Richard K.
Multiculturalism and Multicultural Schools.

New Zealand Association for Research in Education, Wellington.

Pub Date—2 Dec 81

Note—33p; Paper presented to the Joint NZARE-AARE Special Interest Seminar (Palmerston North, New Zealand, December 2, 1981). For related documents, see RC 013 819-823.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cultural Influences, *Cultural Pluralism, Ethnic Groups, Foreign Countries, *Indigenous Populations, *Multicultural Education, Political Influences

Identifiers—*Maori (People), *New Zealand

The question of multicultural schools, like many other aspects of education, cannot be considered only in educational terms. Before beginning to consider what a multicultural school may be like, two crucial points must be understood: first, a decision in favor of multicultural schooling is a political decision, not an educational one; and second, multicultural schools can only exist in a multicultural society. When reviewing the literature on multiculturalism and particularly on multicultural education, it is clear that practically no consensus is to be found over the meaning of the terms. Using definitions of multicultural society, it becomes apparent that New Zealand is not a multicultural society, and is unlikely to ever become one. New Zealand falls

into the category of a multi-ethnic society, where Maori and Pakeha share the economic institutions (based on European models) but keep separate the non-economic aspects. A Maori identity has survived (though not unchanged) 200 years of contact with Europeans, and with an increasing political awareness the minority is beginning to have an impact on some of the attitudes of the majority so that the shared institutions (particularly education) are modifying to incorporate and reflect aspects of the Maori culture. (AH)

ED 225 776 RC 013 821

Benton, Richard A.
Terang Pipit Goes to School. Some Thoughts on the Educational and Political Implications of Multilingualism in the School System.

New Zealand Association for Research in Education, Wellington.

Pub Date—2 Dec 81

Note—28p; Paper presented at the Joint NZARE-AARE Seminar on Multiculturalism and Education (Palmerston North, New Zealand, December 2, 1981). For related documents, see RC 013 819-823.

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Capitalism, Cultural Pluralism, *Dropouts, Educational History, Elementary Secondary Education, *Equal Education, Ethnicity, Foreign Countries, Indigenous Populations, Language Attitudes, *Multilingualism, *Policy Formation, *Political Power, *Power Structure, Rural to Urban Migration, Urban Schools

Identifiers—Maori (Language), Maori (People), *New Zealand, Pacific Islanders, *Polynesians

New Zealand education policy has been formed from a combination of nineteenth century liberalism which accepts limited intervention in the education process to ensure equality, and the demands of a capitalist economy which has relied on education to provide a selective function to aid market processes. In a recession, it is this latter function which is emphasized; vocational training is declared to be crucial and the system is governed by competition according to universalistic criteria. These rationalizations conceal the actual basis of selection and encourage the subservience of education to the demands of a depressed economy. In this climate, debates about multiculturalism and education make little sense without giving major consideration to the issue of power, and specifically, the power of minority groups to make and carry through decisions within the institutional structure of society. The critical area for New Zealand is in those urban schools where there are a majority of Polynesian students, many of whom are going to leave school without any or adequate academic qualifications with the obvious implications this has for labor market participation. In discussing multiculturalism, effective equality is constrained by the willingness of dominant groups to grant autonomy and to accede to power sharing. (Author/BRR)

ED 225 777 RC 013 822

Penetto, W. T.
Maori Parental Participation in the Education System: Beyond the Outward Embrace.

Pub Date—2 Dec 81

Note—28p; Paper presented to the Joint NZARE-AARE Special Interest Seminar (Palmerston North, New Zealand, December 2, 1981). For related documents, see RC 013 819-823.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Classification, Committees, *Cultural Activities, Elementary Secondary Education, Foreign Countries, *Parent Participation, *Parent School Relationship, Power Structure, Research Needs, Rural Schools, *Rural Urban Differences, Social Integration, Teacher Attitudes, *Tokenism, Urban Schools

Identifiers—Land Ethos, *Maori (People), New Zealand

An analysis of Maori parental participation in the New Zealand educational system is presented: Part I is a tentative theory-building exercise for examining existing parental participatory groups; Part II reviews Maori activity on voluntary committees that administer to schools; and Part III sets out some suggestions for research. The typology of parental participatory groups in education is based on

"interest" groups (arising from outside the education system), "contest groups" (requiring an election or contest), and "sponsored" groups (arising out of the principle of positive discrimination). Maori parents are, in general, reluctant participants in attempts that schools make to involve them in activities officially sanctioned by schools, and where Maori parents do participate, it is usually in the field of "Maori-oriented activities." Maori parental involvement in schools is determined by variables involving rural or urban contexts and whether communities are predominantly Maori, ethnically mixed (and Maori strength within that mix), and attitudes of principals and teachers in working with the Maori. The research section suggests need for data collection of the number of Maori parents serving on officially constituted bodies. The policy section concludes that until the education system learns to share power, Maori involvement in education will remain peripheral. (BRR)

ED 225 778 RC 013 823

McConnochie, K. R.
Innovation and Aboriginal Education.

New Zealand Association for Research in Education, Wellington.

Pub Date—2 Dec 81

Note—31p; Paper presented to the Joint NZARE-AARE Special Interest Seminar (Palmerston North, New Zealand, December 2, 1981). For related documents, see RC 013 819-822.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Community Control, Comparative Analysis, *Cultural Pluralism, Culture Conflict, Culture Contact, Differences, Elementary Education, Foreign Countries, Models, *Nonformal Education, Rural Education, *School Role, *Socialization

Identifiers—*Aboriginal People, Australia, Community Based Education, Community Controlled Education, Cultural Preservation, Cultural Revitalization, Culture Based Curriculum, *Culture Transmission, Informal Education, Traditionalism

After defining educational and cultural terms and establishing a model representing cultural reproduction, case studies illustrate how three Aboriginal communities are educating and socializing their children. Strelley, a community in Western Australia, has a history of determined independence that has resulted in a unique level of economic and social independence. Classes at the camps are based on traditional Aboriginal moiety divisions, pupils and teachers (one European and one Aboriginal per class) sit on woollen blankets in traditional Aboriginal circles, and the curriculum emphasizes traditional Aboriginal activities. At Hermannsburg, where the Aranda have substantially moved away from the mission and reestablished themselves as small, traditionally structured kinship groups, the out-stations operate as autonomous communities, dependent on social security benefits and on Hermannsburg for the provision of services. European teachers (resident at Hermannsburg) typically teach two 2-hour school sessions per day with the curriculum being very tightly structured around English and mathematics. The Aranda provide instruction in aspects of traditional culture. The Yipirinya community lives in extreme poverty around Alice Springs and co-exists with the dominant non-Aboriginal society. Teaching is done by untrained Aboriginals (who are being trained on-the-job), who teach literacy, numeracy, and cultural development. Implications of these developments are substantial and have not been given the prominence they deserve. (BRR)

ED 225 779 RC 013 824

Marion, Robert L.
Rural Education in the Southern United States.

Report No.—ISBN-0-916542-16-5
Pub Date—79

Note—53p.
Available from—National Educational Laboratory Publishers, Inc., 815 Airport Blvd, Austin, TX 78702 (\$5.00).

Pub Type—Information Analyses (070) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Access to Education, Apathy, Black Education, Consolidated Schools, *Educational Resources, Education Work Relationship, *Equal Education, *Mexican American Education, *Minority

Groups, *Poverty Areas, Private Schools, Professional Education, Rural Development, *Rural Education, Rural Schools, Rural to Urban Migration, School Role, *Social Problems, Sociocultural Patterns

Identifiers—*United States (South)

Rural education in the Southern United States is discussed in sections on the social and economic role of education, problems in Southern rural society, the importance of material resources, and concluding recommendations. Education is perceived as: improving the quality of recipients' lives; providing a ranking system which fits children into the social system; transmitting values; determining industrial locations; and being the chief method whereby people acquire the skills, knowledge, and capacities for participation in the labor market. Among problems cited in Southern rural society are: an apathetic outlook toward the educational process exists among Southern rural peoples; poverty is an ever-present problem for rural Southern schools; because migration to urban areas remains high, rural Southern governments are especially reluctant to finance education, feeling that they are supporting a travel subsidy. Educational issues listed are consolidation, traditional practices, private academies, and low achievement of rural Southern students. The main conclusion noted from studies on the importance of material resources is that factors influencing student achievement are very complex and that no single approach is likely to produce significant results across the board. Recommendations are given concerning professional preparation of teachers and administrators, development of the rural South, the content of rural education, and minorities. (BRR)

ED 225 780 RC 013 825
Peters, Dianne S.

The Novel in Educational Research: The Rhythm of the Land and Its People.

Pub Date—Mar 82

Note—26p.; Paper presented at the Annual American Educational Research Association (New York, NY, March, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indian Culture, American Indian Education, Comparative Analysis, Cultural Context, Culture Conflict, Differences, *Educational Research, Family Role, Higher Education, Language Styles, Literary Criticism, Nonformal Education, *Novels, *Outcomes of Education, Regional Characteristics, *Rural Education, *Rural Environment, Rural Population
Identifiers—Land Ethos, *Laughing Boy (La Farge), *To Kill a Mockingbird, United States (South), Whorfian Hypothesis

Regional novels constitute an important component for research in rural education because they deal with relationships between people and place and with the impact of schooling on human life. Selected incidents from Lee's "To Kill a Mockingbird" (1960) and LaFarge's "Laughing Boy" (1929) are congruent with contemporary research findings in terms of (1) relations between language and culture, (2) cultural mores of the land and the family, and (3) relations between schooling and community. Discussion includes ways of utilizing regional novels in the graduate and undergraduate classrooms, directions for future research, and relationships between artistic and scientific approaches to educational research. (Author)

ED 225 781 RC 013 826
DeMay, Mona Smith. Lynch, Robert E.

Weekend Program. Project CHILD. Implementation Guidebook Series.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date—80

Note—84p.; For related documents, see ED 192 991 and RC 013 827-828.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, American Indians, Art Education, Blacks, Check Lists, Elementary Secondary Education, Interpersonal Competence, Mexican Americans, *Migrant Education, Migrant Programs, *Migrants, Physical Activities, *Program Development, Puerto Ricans, Records (Forms), *Recreational Activities, Recreational Programs, *Skill Development, Staff

Role, Staff Utilization, Validated Programs, *Weekend Programs, Whites

Identifiers—Equipment Needs, National Diffusion Network Programs, Project CHILD

Using the Geneseo Migrant Center's Weekend Recreation Program as an example, the booklet is designed to assist directors and administrators in establishing a Weekend Recreation Program to meet educational, recreational, emotional, and social needs of participating migrant families, and to serve as a resource during the implementation of the program. Activities of the program are described from its inception in 1972 through 1977 when it served approximately 1,506 workers and operated from July 10 to November 6. In addition to listing program goals and objectives, various elements of program planning are stressed: funding, staff, transportation, recruitment, facilities, supplies and equipment, program events, clothing room, child care area, health procedures, food service procedures, and staff development. A section on evaluating and monitoring the program recognizes the difficulty of using standardized or norm referenced techniques to evaluate a Weekend Recreation Program, but notes that programs must be sure to meet guidelines of funding sources. Migrant and grower involvement in planning the program is stressed as is the need for staff orientation and communication. Job descriptions for all program positions are included. Nine appendixes provide examples of checklists, rosters, agendas, and forms, and summaries of five years' activities at Geneseo's weekend program. (BRR)

ED 225 782 RC 013 827
DeMay, Fred

Outdoor Learning Experience. Project CHILD. Implementation Guidebook Series.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date—80

Note—38p.; For related documents, see ED 192 991 and RC 013 826-828.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Experiential Learning, Facilities, *Migrant Education, Migrant Programs, *Migrant Youth, Outdoor Activities, *Outdoor Education, *Program Development, Program Evaluation, Records (Forms), *Resident Camp Programs, Services, *Skill Development, Staff Role, Staff Utilization, Supplies, Validated Programs

Identifiers—Environmental Awareness, Equipment Needs, National Diffusion Network Programs, Project CHILD

Using the Outdoor Learning Experience of the Children's Demonstration School for migrants as an example, this guidebook is intended for administrators, program directors and potential funding sources who are concerned with the development and implementation of an outdoor learning experience for children. A model is provided that can be used as a starting point for program development rather than as a firm model for replication. The major goal of the Outdoor Learning Experiences (OLE) is to provide positive outdoor educational experiences that lead to an individual's discovery of his or her own potential. The immediate objectives of OLE are to provide a variety of educational, recreational, and self-realization activities for migrant youth (ages 8-16) in a highly motivational outdoor setting. In addition to the program objectives and an overview, the document provides guidance on planning the program (funding, administration, facilities, staffing, activities, equipment and supplies, implementing the program), implementing direct service, evaluating and monitoring the program, and resources. Appendices include a menu, typical food list, counselor orientation packet, parent and general information packet, and an activity and skill checkoff sheet. (BRR)

ED 225 783 RC 013 828
Lewis, Marjorie. And Others

Children's Demonstration School. Project CHILD. Implementation Guidebook Series.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date—80

Note—66p.; For related documents, see ED 192 991 and RC 013 826-827.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, Career Education, *Demonstration Programs, Elementary Secondary Education, Mathematics Instruction, *Migrant Children, *Migrant Education, Migrant Programs, *Migrant Youth, Program Development, Program Evaluation, Reading Instruction, Records (Forms), Services, Skill Development, Staff Development, *Summer Programs, Validated Programs

Identifiers—National Diffusion Network Programs, Project CHILD

Using Project CHILD's Demonstration School as an example, the guidebook is designed to help administrators and directors/coordinators interested in initiating or expanding a summer program for migrant or other children. Activities of the school are described, with approximately 100 children participating in groups of 15 to 20 and working from 4 homebase rooms. Proceeding on an individual basis, teachers work with the children in the academic skill areas of reading and math in correlation with social skills, skills development, self-concept, language arts, health and nutrition, decision making, cultural enrichment, and career education. Field trips supplement individualized activities. The older children segment stresses work experience, vocational exploration, and survival skills training. Adult migrants are encouraged to attend with the children when possible and are assisted in developing skills needed for economically independent, self-supporting adults. In addition to program objectives and an overview, the document provides guidance in planning the program (identify a planning committee, identify resources, prepare budget, etc.), program recruitment/enrollment, staff development, implementing direct service, career education, adult education, and evaluating and monitoring. Appendices include job descriptions and samples of forms, a planning checklist, a pre- and post-evaluation chart, a community resources reference guide, and a staff evaluation and suggestions questionnaire. (BRR)

ED 225 784 RC 013 829
Haro, Robert P.

Developing Library and Information Services for Americans of Hispanic Origin.

Report No.—ISBN-0-8108-1394-7

Pub Date—81

Note—302p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, NJ 08840 (\$17.50).

Pub Type—Information Analyses (070) — Books (010)

Document Not Available from EDRS.

Descriptors—Academic Libraries, Bilingual Education, *Community Attitudes, Community Information Services, *Community Relations, Community Study, Cubans, Elementary Secondary Education, Ethnic Distribution, Financial Support, Higher Education, *Hispanic Americans, Interviews, Latin Americans, *Library Acquisition, *Library Collections, *Library Services, Library Surveys, Mexican Americans, Personnel Evaluation, Program Evaluation, Public Libraries, Puerto Ricans, Questionnaires, School Libraries
Emphasizing public, school, and academic libraries, the book provides information on library and information services for Hispanics. Topics of the 10 chapters include: the geographical distribution and concentrations, attitudes, and pertinent sociocultural factors of Mexican Americans, Puerto Ricans, Cubans, and Latinos; assessment of an Hispanic community and development of appropriate library and information services tuned to its specific needs; library programs developed for Hispanic groups; experiences of Puerto Ricans on the island and on the mainland; library encounters in the Sacramento and San Jose metropolitan areas; Mexican American and Chicano attitudes toward libraries; library acquisitions, technical processing, and training; bilingual/bicultural education and library services; book selection for Hispanic children; library staff and service programs; building and site considerations; community relations and the library board; library education; library collections and informational services for Hispanic students in community and four-year colleges and universities; evaluation of library staff, holdings, and services; and domestic and international implications regarding library and information services for Spanish-speaking people. A selected bibliography lists 226 monographs, articles, chapters, and serials. Appendices include a listing of 79 domestic distributors and publishers of Hispanic materials, sample questions for library survey use, and a discussion of the structured interview me-

thodology. (NQA)

ED 225 785 RC 013 830

Hirschfelder, Arlene B.

American Indian Stereotypes in the World of Children: A Reader and Bibliography.

Pub Date—82
Note—312p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, NJ 08840 (\$17.50).

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*American Indians, Annotated Bibliographies, Athletics, *Childhood Attitudes, Children's Literature, *Cultural Images, Elementary Secondary Education, *Ethnic Stereotypes, Media Research, Role Perception, *Textbook Bias, *Toys

Created to try to shock people into realizing that a child's world is supersaturated with hundreds of images of savage, noble, lazy, or nonhuman Indians that obscure, misrepresent, and render trivial the rich cultures and histories of Native Americans, the reader is intended for early childhood, elementary, and secondary educators and general public. Selected articles are presented that spell out the attitudes of children about Indians, explain the emergence of the Plains Indian stereotype, scrutinize in detail the images of Indians in children's story and text books, analyze toy Indian imagery, describe the misuse of Native American religion and customs in YMCA programs, and report on sports teams with Indian names and derogatory mascots. Following the reader is an annotated bibliography that contains over 125 books and articles that deal with the images of Indians in the world of children and adults. The studies listed examine the imagery in art, literature, social sciences, children's story and text books, movies, television, European literature, and other fields. A shorter section of articles, books, and curricular materials suggests ways to correct the inauthentic, offensive, and unreal images of Indians. (Publisher)

ED 225 786 RC 013 831

Williams, Joanne

Linking Agent-Client Program Development Handbook.

Eastern Oregon Coll., La Grande.

Spons Agency—Northwest Area Foundation, St. Paul, Minn.

Pub Date—80
Note—108p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Consultation Programs, *Continuing Education, Course Content, Higher Education, *Individualized Education Programs, *Linking Agents, *Models, Role Perception, *Rural Areas, *Teacher Education, Trainers

The handbook is a compilation of ideas which evolved during the pilot year of the Northwest Area Foundation Grant Project, Rural Based Teacher Education Program. The first section addresses: the types of roles linking agents can serve; who can serve as a linking agent; who will be the client; the steps recommended for a linking agent-client relationship; the meaning of the intervention process; the coordinator's role; ways in which a linking agent may intervene; strategies a linking agent can utilize to facilitate a client's training program; and some helpful ideas for a linker and a client in building their communication process. In addition, the section addresses how a problem should be approached by a linker and by a client, i.e., scouting (problem identification and definition); entry (getting into the process); formulating a contract (enrolling in appropriate college courses); establishing a helping relationship; goal setting and planning; action and cycling (feedback); and termination (follow-up and evaluation). The appendices, which comprise over half of the handbook, are made up of: 12 forms; a learning style inventory; a partial inventory of decisions in each phase of consultation; a questionnaire providing self- and peer-rating of some areas of competency for the educational training consultant; problem solving worksheets; and feedback. (AH)

ED 225 787

East, Cynthia Ellen

The Cultural Impact In Native American Education.

Pub Date—Oct 82
Note—66p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *American Indian Education, Anglo Americans, Annotated Bibliographies, Cultural Awareness, *Cultural Differences, *Educational History, *Educational Innovation, Elementary Secondary Education, Federal Indian Relationship, Resource Materials, Self Determination, Teacher Education Identifiers—Navajo (Nation)

The main part of the study examines literature concerning Native American education in the United States, with most studies pertaining to the Navajo tribe; however, Canadian studies are also included. The first section, following the introductory material, is an annotated bibliography of materials developed between 1955 and 1981 which address the following: history and progress of Native American education (14 citations); cultural and learning differences that hinder the Native American student (27 citations); and new ideas for Native American education (29 citations). The summary encompasses cultural differences that affect educational progress, teacher education programs which emphasize cultural awareness, government role in Indian education, and programs that are currently addressing these problems. A conclusion discussing the impact of the Self-Determination Act and the Indian Education Act; a 72-item bibliography addressing Native American education; and an appendix containing a chronology of pivotal dates in Indian education (1568-1975), tips for teachers, tips for Anglos, and Indian agencies, conclude the document. (AH)

ED 225 788

Program Management.

United Tribes Educational Technical Center, Bismarck, N.D.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—82

Contract—300-82-0025

Note—23p.; For related documents, see RC 013 837-841.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, *Administrative Responsibility, *American Indian Education, Federal Programs, *Federal Regulation, Guidelines, Problem Sets, *Program Administration, *Program Budgeting, Program Evaluation, Program Implementation, Records (Forms), School Districts

Identifiers—*Indian Education Act 1972 Title IV, Parent Committees

The program management guide to Title IV Indian Education projects acquaints participants with program management concepts relative to application forms and encourages the development of management plans and objectives. Sections provide discussions, charts, and examples for the following: regulatory authorities, administrative organizational systems; managerial responsibilities, and managerial planning aides. Specific sections include: an overview of project management responsibilities, planning-programming-budgeting system, flow chart techniques, information management, physical resources management, monitoring project activities, and project management timeline. Appendices contain: a cross-reference with federal regulations to use in designing a management plan, a description of Title IV budget formulation, a list of responsibilities of the local educational agency and of the parent committee in the operation of a project, and hints for setting up and maintaining a file system. (AH)

ED 225 789

Program Design.

United Tribes Educational Technical Center, Bismarck, N.D.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—82

Contract—300-82-0025

Note—26p.; For related documents, see RC 013

RC 013 835

837-841.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, American Indian Education, Coordination, *Evaluation Methods, Federal Programs, *Federal Regulation, Guidelines, Integrated Activities, Needs Assessment, *Organizational Objectives, *Program Design, *Records (Forms), School Districts Identifiers—*Indian Education Act 1972 Title IV, Parent Committees

Regulations pertaining to project design of Title IV Indian Education Act projects are described in this guide. In addition to being helpful and giving each project a standard format to follow, the guide also includes examples of required and suggested forms. Each of the seven components of program design (needs, goals, objectives, activities, plans for administration, consultation, and coordination) are described/defined in detail. (AH)

ED 225 790

Needs Assessment.

United Tribes Educational Technical Center, Bismarck, N.D.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—82

Contract—300-82-0025

Note—19p.; For related documents, see RC 013 836-841.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, *American Indian Education, *Educational Assessment, Federal Programs, *Federal Regulation, Guidelines, *Needs Assessment, *Program Implementation, *Records (Forms), School Districts

Identifiers—*Indian Education Act 1972 Title IV, Parent Committees

The guide discusses conducting a needs assessment of Title IV Indian Education Act projects. Materials to be used in a workshop presentation are provided, i.e., a chart depicting project design built on accurate needs; a list of eight steps on how to conduct a needs assessment; a list of seven steps to needs assessment (whom, what, how, etc.); needs statements form (what is versus what should be); a suggested format (form) for describing needs of Indian students; a checklist of what a needs assessment section of a proposal should include; a sample form for compiling comparative needs assessment results from school records; needs assessment worksheet; and a compiled list of items in the Federal Register which refer to the needs assessment section of Title IV, Parts A, B, and C. (AH)

ED 225 791

Conducting Meetings.

United Tribes Educational Technical Center, Bismarck, N.D.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—82

Contract—300-82-0025

Note—9p.; For related documents, see RC 013 836-841.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, Check Lists, Federal Programs, Guidelines, *Meetings, *Parliamentary Procedures

Identifiers—*Indian Education Act 1972 Title IV, Parent Committees

Written for anyone interested in what makes a meeting run smoothly (and what doesn't), the guide for conducting meetings is divided into the following sections: the chairperson (his/her responsibilities, preparing an agenda, organizing discussions); the meeting (quorums, discussions, points of order, and clarification); the motion (making the motion, discussing it, amending it, voting on it, adjourning, different kinds of votes); the order of business (minutes, committee reports, unfinished business, nominations and elections, new business). In addition, the guide contains a section on taking minutes. Emphasizing that the more informed the member of a group, the more productive the meeting, the guide attempts to relate the elements of a meeting in such a way that every member of the group has an opportunity to be informed. (AH)

ED 225 792 RC 013 840

Parent Committee and Local Educational Agency (LEA).

United Tribes Educational Technical Center, Bismarck, N.D.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—82

Contract—300-82-0025

Note—15p.; For related documents, see RC 013 836-841.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, Elementary Secondary Education, Federal Programs, *Federal Regulation, *Parent Participation, *Parent Responsibility, *School Districts

Identifiers—*Indian Education Act 1972 Title IV, *Parent Committees

The Indian Education Act is the only federal program that specifies parent committees rather than parent advisory committees, vesting specific responsibilities and right to consultation, review, and approval upon the parent committees. Thus it is imperative that parent committee members understand these rights and responsibilities and become involved in all levels of project development from needs assessment, to monitoring of activities and the evaluation of the project. They must be consulted regularly and be involved in the operation of the project. This guide outlines the rules and regulations concerning parent committees and local education agencies as provided for in federal regulations. (AH)

ED 225 793 RC 013 841

Evaluation and Writing Objectives.

United Tribes Educational Technical Center, Bismarck, N.D.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—82

Contract—300-82-0025

Note—20p.; For related documents, see RC 013836-840.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, *American Indian Education, Federal Programs, *Federal Regulation, Formative Evaluation, Guidelines, Needs Assessment, *Organizational Objectives, *Program Evaluation, Records (Forms), School Districts, *Summative Evaluation

Identifiers—*Indian Education Act 1972 Title IV, Parent Committees

The guide discusses the federal regulations that require program evaluation of Title IV Indian Education Act projects. Sections provide examples of Title IV evaluation in terms of needs, goals, objectives, activities, and evaluations; definitions of each of the aforementioned; examples of how to write product objectives; pointers about product evaluation; process evaluation (activities, timeline, persons(s) responsible); suggested format for project process evaluation; a discussion of regulations; development of the final independent evaluation report; description of the evaluation; description of project; results of evaluation; recommendations; and a chart depicting the use of an evaluation report. (AH)

ED 225 794 RC 013 842

Bashshur, Rashid

Technology Serves the People: The Story of a Co-operative Telemedicine Project by NASA, the Indian Health Service and the Papago People. STARPAHC.

Indian Health Service (PHS), Tucson, AZ. Office of Research and Development.

Pub Date—80

Note—115p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-028-00009-0).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Agency Cooperation, *American Indian Reservations, *Delivery Systems, *Medical Services, Program Development, Rural Areas, *Telecommunications

Identifiers—*Papago (Tribe), Papago Indian Reservation AZ, *STARPAHC Project, Telemedicine in the story of STARPAHC (Space Technology

Applied to Rural Papago Advanced Health Care) the genesis of the telemedicine concept at NASA is traced; a brief account of the history of the Indian Health Service (IHS) and the activities of the Office of Research and Development (ORD) are given; the culture and aspirations of the Papago people are presented; and the basic processes leading to the design, implementation, and evaluation of this project are described. The primary purpose has been to document the historical evolution of STARPAHC as an example of a successful co-operative project that involved the confluence of several organizations and groups, including NASA, IHS/ORD, and the Papago. The most striking aspect of this project was that it used advanced space age telecommunications technology to bring health care to remote parts of the Papago Reservation. (ERB)

ED 225 795 RC 013 843

Social Services: By and For Native Americans.

Proceedings of a Conference of Eight Indian Research and Demonstration Projects (Santa Fe, New Mexico, June 7-9, 1978).

Native American Resource and Research Associates, Inc., Pauma Valley, CA; Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Office of Human Development (DHEW), Washington, D.C.

Pub Date—Jun 79

Note—217p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*American Indians, *Child Welfare, Federal Legislation, *Program Development, *Social Services, Tribes

Identifiers—*Relevance (Cultural)

Four panel presentations in full text are presented commenting on the following: an overview of national Indian strategy; goals and strategies of eight demonstration projects; a review of current federal legislation; and making services for American Indians culturally relevant in child placement, family support, and child care. Representatives, on the first panel, spoke on policy development in relation to human services for American Indians, presented the status of the Administration for Public Services, provided an overview of 11 Title XX projects, and described the role of the National Tribal Chairmen's Association in conducting the child welfare study. Project directors on the second panel described projects that deliver services (Ute Mountain Tribe, Sisseton-Wahpeton Sioux Tribe, Boston Indian Council), are preparing to deliver services (Standing Rock Sioux Tribe, Michigan Inter-Tribal Council, Bureau of Social Services in Washington, D.C.) and focus on training and technical assistance to tribal leaders (Inter-Tribal Council of Arizona, North Carolina Commission on Indian Affairs). The third presentation outlined provisions of Title IV-B Child Welfare Services and Title XX of the Social Security Act. Presenters on the fourth panel reiterated the importance of cultural relevancy to better serve American Indians. (ERB)

ED 225 796

Maccoll, Peter

The Aboriginal Australian in Northern-Eastern Arnhem Land. Resources Review.

Queensland Dept. of Education, Brisbane (Australia).

Report No.—ISBN-0-7242-0910-7

Pub Date—Apr 82

Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Controversial Issues (Course Content), *Cultural Education, *Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, Ethnic Stereotypes, Foreign Countries, Indigenous Populations, Instructional Innovation, Program Descriptions, *Social Studies, Teacher Attitudes, Textbook Bias

Identifiers—*Aboriginal People, *Australia (Queensland)

The paper examines the nature of current curriculum and resource materials related to Aboriginal studies, and reviews the curriculum materials "The Aboriginal Australian in Northern-Eastern Arnhem Land" which were trialled with Year 8 and Year 9 classes during 1980 in four Queensland State High Schools - Kingston, Mackay North, Murgon, and Pimlico. The first section of the report provides an overview of Aboriginal studies in the curriculum in Queensland, outlines 10 points of contention in the portrayal of Aborigines and Torres Strait Islanders in current curriculum, and suggests publications

which provide a sound basis for initial resource appraisal and selection. The second section describes "The Aboriginal Australian in Northern-Eastern Arnhem Land", which is distinguishable from other materials in that it is produced by Australians, is about Australians, and most importantly, provides information which is beyond the means of most classroom teachers to collect, let alone collate and structure. The section on materials in use incorporates feedback from the trialled materials in four State high schools within the description of the materials. Implementation strategies - a case study - are discussed in terms of authorization, organization, teacher support, problems, and solutions. A summary and two appendices conclude the report. (AH)

ED 225 797

Hansen, Carol And Others

Experiencing Indian Languages.

Associated Colleges of the Midwest, Chicago, Ill. Spons Agency—Department of Education, Washington, DC.

Pub Date—82

Grant—G008104301

Note—35p.

Available from—Associated Colleges of the Midwest-Urban Education Program, 420 W. Wrightwood, Chicago, Ill 60614 (\$3.95).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Asian Studies, *Cultural Context, Dialects, Elementary Secondary Education, English, *Hindi, *Indians, *Language Enrichment, *Learning Activities, *Uncommonly Taught Languages, Written Language

Identifiers—*India

Intended to provide for the reader a new road to study India, the booklet encourages students to experience the languages of India as an avenue to learning something about its people. The workbook introduces the reader to the languages of India; shows through activities and research the contributions of Indian languages to English; and provides a simulation to elicit discussion about the challenges and advantages of multilingualism in one country. Activities include: listing Indian words used in the English vocabulary, using a dictionary to define Indian words, learning to write numbers in Hindi and students' names in Devanagari Script, counting and singing in Hindi, learning titles of members in the extended family and names of clothing, and reciting poems written in Hindi. (ERB)

ED 225 798

Lane, John M.

The Four W's: An Institutional History of the Cheyenne River Community College.

Pub Date—82

Note—21p.; Paper presented at the Annual Dakota History Conference (14th, Madison, SD, April 2, 1982).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, American Indian Reservations, *Community Colleges, Community Control, Consortia, Curriculum Development, *Financial Problems, Financial Support, *Institutional Cooperation, Institutional Role, Part Time Faculty, Rural Areas, Rural Education, Two Year Colleges

Identifiers—*Cheyenne River Community College SD, Cheyenne River Sioux Reservation SD, Institutional History, Isolation (Geographic)

During the late 1960's the people of the Cheyenne River Sioux Reservation (a South Dakota area the size of Connecticut characterized by poverty, poor soil, aridity, and geographical isolation) began to consider establishment of an institution of higher education on the reservation. A consensus soon developed that a tribally-controlled community college would be the best institution for consolidating new opportunities available under federal funding and for ensuring residents that they would earn transferable academic credit for the work they completed. While other reservations established tribally-controlled centers or colleges, supporters of a community college for Cheyenne River were not idle. The Cheyenne River Sioux Tribal Council approved a charter for the Cheyenne River Community College (CRCC) in 1973, and CRCC soon became a member of the American Indian Higher Education Consortium. Acquisition of funding was a serious problem, but a schedule was organized for

the 1975 fall semester and the complex task began of consolidating available piecemeal course offerings into a coherent curriculum. CRCC moved to new quarters during January, 1980. Fall 1980 saw implementation of joint programs with Presentation College (nursing) and Black Hills State College (teacher training). Enrollment grew from 184 students in 1975 to more than 200 in 1978. (BRR)

ED 225 799 RC 013 848

Richards, Garry E. Richards, Mary J. F.
Outward Bound Bridging Course 1981: An Investigation and Evaluation of an Outward Bound Remedial Programme (Unlocking Achievement Ability through Experiential Education).
Australian Outward Bound School, Sydney.
Pub Date—81
Note—192p.

Available from—The Australian Outward Bound Foundation, Box 4213, G.P.O. Sydney, N.S.W., Australia (\$10.00 Australian).

Pub Type—Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adolescents, *Adventure Education, *Attitude Measures, *Cognitive Development, *Foreign Countries, *Outdoor Education, *Personality Development, *Remedial Programs, *Secondary Education, *Self Concept
Identifiers—*Outward Bound Bridging Course (Australia)

In 1981, 12 under-achieving boys (average age 15 years) from a Sydney (Australia) inner-city Catholic school with a predominantly low socio-economic and high ethnic population were exposed to a 6-week long residential Outward Bound Bridging Course Remedial Programme. The aim of the programme was to produce significant gains in the cognitive domain, especially in language and mathematics, through an integrated programme of remedial teaching, normal schoolwork and experiences (expeditions, ropes courses, rafting) likely to influence personality in general and self concept/self-esteem in particular. The study was designed to (1) attempt to replicate in part some of the findings of the 1980 pilot programme, (2) implement more effective processes, and (3) institute a more comprehensive evaluation of the programme to more fully understand results and processes involved. A comprehensive attitudinal self-report evaluation questionnaire showed at the end of the programme students were more hopeful about their futures; positive and confident about schoolwork; happier, more co-operative and having a greater enjoyment of learning. Ten appendices contain an outline of 1980 pilot programme, student profiles, summary of changes and correlations, achievement test results, Bridging Course evaluation questionnaire, Coopersmith Self-Esteem Inventory results, results of a high school personality questionnaire, programme information, students' comments, and a 140-item bibliography. (ERB)

ED 225 800 RC 013 851

Howe, Patricia A.
Leaders Learn By Doing, Too! A Guide to Resume Writing for Volunteer Leaders.

Extension Service (DOA), Washington, D.C.; National Four-H Club Foundation, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date—81
Note—40p.

Available from—National 4-H Council, 7100 Connecticut Ave, Chevy Chase, MD 20815 (\$1.00).
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Experiential Learning, *Guidelines, *Job Application, *Leaders, *Leaders Guides, *Records (Forms), *Volunteers, *Worksheets
Identifiers—*4 H Programs, *Resumes

The guide is designed to assist the 4-H volunteer leader in the preparation of a resume or a written record of life experiences and resulting skills, should they decide to seek paid employment outside the home, pursue further education or simply take stock of all they have learned from "doing" in the past. It is comprised of three major sections: Part I explains briefly the rationale for the guide; Part II discusses two types of resumes - the conventional one which emphasizes work experiences and the functional type which places emphasis on the individual's past activities and resulting competencies and skills; and Part III, the Appendix, includes a variety of helpful items, such as information on programs in higher

education involved in awarding credit for life experiences, worksheets to use in preparing a resume, and sample conventional and functional resumes for reference. A bibliography at the end of Part III lists publications that provide information on both types of resume writing. (AH)

ED 225 801 RC 013 852

Krall, Patricia A.
"Together"—A Leader/Agent Workbook for 4-H Programming To Include Youth With Disabilities.

Extension Service (DOA), Washington, D.C.; National Four-H Club Foundation, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date—82
Note—56p.

Available from—National 4-H Council, 7100 Connecticut Ave, Chevy Chase, MD 20815 (\$1.25).
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disabilities, *Extension Agents, *Hearing Impairments, *Leaders, *Leaders Guides, *Mental Retardation, *Parent Participation, *Visual Impairments, *Volunteers, *Worksheets

Identifiers—*4 H Programs
"Together" 4-H programming involves both youth who have disabilities and those who do not. This workbook can help an individual begin "together" 4-H programming or expand existing programs. The workbook has been prepared to provide professional and volunteer staff with: (1) a working notebook on 4-H programming with handicapped youth that can be used alone or in conjunction with the Pennsylvania leader's guide, "Let's Look at 4-H and Handicapped Youth"; (2) programming ideas for various handicapping conditions, examples of 4-H programs involving handicapped youth, project ideas, and staff and leader training suggestions; (3) a starting point and ideas for expansion of existing programs involving disabled and non-disabled youth together in 4-H; and (4) references to additional resources. Information in the workbook can be used at local, county, state, and national levels. Some sections will be of more value to volunteer leaders and other sections to professional staff. (AH)

ED 225 802 RC 013 853

Reese, Cheryl C.
4-H Alumni: Techniques and Strategies of Identifying and Involving 4-H Alumni.

Extension Service (DOA), Washington, D.C.; National Four-H Club Foundation, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date—82
Note—84p.

Available from—National 4-H Council, 7100 Connecticut Ave, Chevy Chase, MD 20815 (\$1.25).
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Alumni, *Guidelines, *Leaders, *Models, *Records (Forms), *Recruitment, *Volunteers

Identifiers—*4 H Programs
Techniques and strategies of identifying and involving 4-H alumni are discussed and described via a model of the Tennessee 4-H Alumni, Inc., which began in 1975. Following an introduction, the guide begins with a section on finding and organizing alumni which encompasses alumni organizers (organizational decisions, model alumni association); identifying resources; publicity methods (mass media, considerations); maintaining contact with alumni; identifying new addresses; contacting alumni; and considering the computer. The second section covers moving alumni into volunteer roles. Appendix A includes the following: suggestions for developing a recruitment flyer or announcement; recruitment flyer - double post card; front of information card; information cards (send to alumni, send to reference); change of information cards; acknowledgement cards; membership pamphlet; membership certificate; letter to new members; and alumni newsletter. Appendix B contains a 4-H position description, job description, and task card; index for position description; model for volunteer information form; supervisor's evaluation card; volunteer evaluation card; and successful alumni services in Tennessee. (AH)

SE

ED 225 803

Schiff, Gary S., Ed.

The Energy Education Catalog: Programs in American Colleges & Universities.

Academy for Educational Development, Inc., New York, N.Y.; American Council on Education, Washington, D.C.

Report No.—ISBN-0-8268-1266-X

Pub Date—81

Note—277p.

Available from—American Council on Education, ATTN: Publications Section 0021, One Dupont Circle, Suite 30, Washington, DC 20036 (\$17.00).
Pub Type—Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Programs, *College Science, *Course Descriptions, *Energy, *Energy Conservation, *Environmental Education, *Higher Education, *Interdisciplinary Approach, *Nonformal Education, *Postsecondary Education, *Professional Services, *Program Descriptions, *Science Education, *Teacher Education Programs
Identifiers—*Energy Education

Compiled in this catalog are the results of a national survey of American colleges and universities which elicited information about formal and nonformal energy education programs sponsored by institutions of higher education. Programs described range from credit courses and degree programs to extension, non-credit, adult education courses to conferences, seminars, and workshops to information, consulting, and community services. Some of the energy-related topics included in the programs are alternative and conventional energy sources, management, environment studies, engineering, public affairs, and teacher education. The catalog is arranged alphabetically by state and is cross-indexed by the name of the institution, by state, and by topic. Entries may include up to 16 different types of information including name of institutions, name of program or course, contact person, type of program, degrees, description, representative courses, faculty, and research. (DC)

ED 225 804

Disinger, John F., Ed.

Environmental Education in Action VI: Change Agents in and for Environmental Education.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 82

Contract—400-78-0004

Note—299p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$12.00).

Pub Type—Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Biology, *Change Agents, *Change Strategies, *Citizen Participation, *Community Change, *Conservation (Environment), *Educational Change, *Elementary Secondary Education, *Energy Conservation, *Environmental Education, *Higher Education, *Outdoor Education, *Program Descriptions, *Program Implementation, *Science Education

Identifiers—*Energy Education, *Marine Education, *Outdoor Biology Instructional Strategies

Twenty-nine case studies presented in this document, all drawn from the ERIC data base and thus accessible through ERIC microfiche collections, have as their common denominator the efforts of individuals, organizations, and agencies to affect and/or accommodate change through environmental education. Their targets, representing all age levels, range from single classrooms and small communities to national and international audiences. Papers are intended (in the context of this volume) to represent the spectrum of "environmental education change agent" activity of the present and recent past. An attempt was made to exclude reports of "environmental activist change agent" activities, as distinguished from "environmental education change agent," for reasons discussed in the foreword. However, several papers dealing with environmental activism were selected because of

their implications for education. Titles and authors of papers are included in the table of contents. A short abstract and original source (together with ERIC ED number) are provided on the first page of each paper. (Author/JN)

ED 225 805 SE 039 830

U.S. Science and Technology under Budget Stress. Hearings before the Committee on Science and Technology. U.S. House of Representatives, Ninety-Seventh Congress, First and Second Sessions. (December 10, 1981, and February 24, 1982). [No. 118].

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date—82

Note—441p.; Document contains some marginal legibility.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Budgets, Engineering Education, *Federal Aid, *Federal Programs, Financial Support, Government School Relationship, Higher Education, Industry, Research Needs, Science Education, *Sciences, *Scientific Research, *Technology

Identifiers—Government Industry Relationship, *Science Policy

Recorded in this document are hearings before the Committee on Science and Technology (U.S. House of Representatives). The central issues addressed in the hearings were whether the need for long-term steadiness in technology investment is holding its own against short-term budget expediencies, and in particular, whether the budget stress is upsetting the government-university and government-industry relationships which had catapulted this country into postwar technological leadership. Following testimony by George A. Keyworth II (Director, Office of Science and Technology, Executive Office of the President) on President Reagan's science policy, additional testimony was provided by college presidents, scientists, and representatives of government and industry, addressing both general issues and those directly related to their specific areas. For example, impacts of budget cuts on science and technology programs, graduate study, and research facilities/equipment were among the issues addressed by the college presidents. Prepared statements by witnesses and a summary report (supplementing testimony of Frank Press, President, National Academy of Sciences) of a conference on research and development budget for 1982 and future years are included. (JN)

ED 225 806 SE 039 836

The Mathematical Sciences Curriculum K-12: What Is Still Fundamental and What Is Not. Report to NSB Commission on Precollege Education in Mathematics, Science, and Technology.

Conference Board of the Mathematical Sciences, Washington, D.C.

Spons Agency—National Science Foundation, Washington, DC. National Science Board Commission on Precollege Education in Mathematics, Science and Technology.

Pub Date—Dec 82

Note—32p.; Report presented at Conference Board of Mathematical Sciences (CBMS) meeting (Washington, DC, September 25-26, 1982).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Calculators, Computer Science Education, Conferences, *Educational Change, *Educational Objectives, *Elementary School Mathematics, Elementary Secondary Education, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Secondary School Mathematics, Skill Development, Teacher Education, Technology

This report contains recommendations on needed changes (additions, deletions, and increased/decreased emphases) in elementary and middle school mathematics curricula and a statement of more general concerns about the secondary school mathematics curriculum. Separate sections are devoted to: (1) elementary and middle school mathematics; (2) traditional secondary school mathematics; (3) non-traditional secondary school mathematics; (4) role of technology; (5) relation of changes to other disciplines; and (6) teacher supply, education, and re-education. Recommendations in each section are based on issues and concerns addressed. Recommendations related to elementary/middle school mathematics include introduction of calculators/-

computers at earliest grade practicable, more emphasis on development of skills in mental arithmetic, estimation, and approximation (with less emphasis on paper/pencil operations), and direct experiences with collection and analysis of data. Recommendations related to secondary school curriculum include streamlining traditional curricula to make room for new topics. In addition, discrete mathematics, statistics, probability, and computer science should be regarded as fundamental and appropriate topics and techniques from these subjects should be introduced into the curriculum. Lists of participants and material related to the conference at which these recommendations were drafted are included in appendices. (Author/JN)

ED 225 807 SE 039 837

Being Heard: A Guide to Media Use in Southeast Michigan. First Edition.

Michigan Univ., Ann Arbor. School of Natural Resources.

Pub Date—Jun 81

Note—81p.; Prepared by Network.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Communication (Thought Transfer), *Communication Skills, *Environmental Education, Information Dissemination, *Mass Media, News Media, *Publicity, Radio, *Resource Materials, Television

Identifiers—Environmental Communications, *Michigan

This document is designed to help community organizations and public interest groups in southeastern Michigan succeed in gaining the attention of local (and perhaps national) media. Chapter 1 provides a framework, a process, with which to approach media planning, describing the various media available, starting with newspapers, television/radio, and progressing into street theater and media events. Advantages/disadvantages of each communication format are discussed. Also included in this chapter are guidelines for designing more effective messages. Chapter 2 lists major radio, television, and TV services available in southeastern Michigan, (concentrating on Detroit, Ann Arbor, and Flint), major public services available, contact people, and tips on how to approach these media contacts to maximize results. The third chapter references existing "how-to" resources, including books, classes, and workshops that will improve skills in visual design, public speaking, audio-visual production, photography, technical writing, and others. The final chapter provides information on working with other groups to form temporary and permanent coalitions. The document concludes with a detailed alphabetical listing of subjects, titles, and institutions. (Author/JN)

ED 225 808 SE 039 838

Beilin, Harry And Others
Strategies and Structures in Understanding Geometry.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF/SED-82020

Pub Date—[82]

Grant—SED-79-12809

Note—201p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Processes, Educational Research, Elementary Education, *Elementary School Mathematics, *Geometric Concepts, Geometry, *Learning Theories, Transformations (Mathematics)

Identifiers—*Congruent Figures, *Mathematics Education Research, Piagetian Stages

Development of geometric congruence and motion was studied through tasks that tapped transformational imagery, correspondence matching, measurement operations, and transformation combinations. Results showed even the youngest children studied could generate strategies for verifying congruence. The dominant strategy in younger children was edge matching. Findings are seen to support the view that young children are guided by rules that reflect knowledge of component parts of geometric figures. The dominant congruence-verifying strategy of 7- and 8-year-olds was superposition of one figure on another, indicating operation of a new rule set. Such results indicated development from knowledge of component parts to unified wholes and contradict theories which assume devel-

opment of mathematical knowledge proceeds from wholes to parts. Data are noted to show the ability of young children to generate highly inventive measurement strategies when offered the opportunity for conventional and non-conventional means of measurement. Further inconsistent performance is thought to reinforce evidence that young children use less efficient sets of strategies than older children. The study demonstrates that an adequate account of the development of mathematical cognition requires both functional and structural analysis of performance and interrelation between structural and procedural knowledge. (MF)

ED 225 809 SE 039 840

Comiti, Claude

Psychology of Mathematics Education. Proceedings of the Fifth Conference of the International Group. Volumes 1 and 2.

Pub Date—81

Note—471p.; Not available in PC because of illegibility.

Language—English; French

Pub Type—Reports - Research (143) — Multilingual/Bilingual Materials (171) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cognitive Processes, *Educational Psychology, Educational Research, Elementary Secondary Education, Higher Education, Learning Theories, *Mathematical Concepts, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Psychology, Research Projects

Identifiers—*Mathematics Education Research, *Psychology of Mathematics Education

This document is divided into two major sections. The first part consists of approximately 60 papers which were presented at the fifth conference of the International Group on the Psychology of Mathematics Education, which was held in Grenoble, France, in July 1981. The papers are categorized into the following major themes: (1) number construction, addition and subtraction, decimals, and geometry in the primary school; (2) proportion and product, algebra, function, and rational numbers in secondary school; (3) problem solution and memory, stages and categories of mathematical thought, logic and representation, and methodological problems; and (4) university teaching, attitude and anxiety, bilingualism, and teacher training. The second part consists primarily of the texts of four plenary lectures which served to outline the main international research orientations. Appended are several papers which missed initial inclusion in the first portion of the document. (MF)

ED 225 810 SE 039 841

Bodine, Richard And Others
MEGSSS: An Evaluative Study.

CEMREL, Inc., St. Louis, Mo.

Pub Date—Feb 82

Note—73p.

Available from—MEGSS National Model project, CEMREL, Inc., 3120 59th Street, St. Louis, MO 63139.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academically Gifted, Educational Research, *Evaluation, *Gifted, *Mathematics Instruction, Program Descriptions, Secondary Education, *Secondary School Mathematics

Identifiers—Mathematically Gifted, Mathematics Education Research, *Project MEGSSS

The stated purpose of the Project for Mathematics Education for Gifted Secondary School Students (MEGSSS) is to provide an instructional program for gifted students utilizing the Elements of Mathematics (EM) Program, a curriculum specifically designed for students with superior reasoning ability in mathematics. This report is the result of an external evaluation of MEGSSS. The material is divided into three major sections. The first is MEGSSS: Mathematical Content and Its Treatment for the Gifted Child. This portion starts by defining gifted and talented children and discusses the objectives of the EM program. Part 2 is MEGSSS: Program Operations and Logistics. The section covers: (1) Background; (2) Identification; (3) Dropouts; (4) Students Still Participating in MEGSSS; (5) Parents and MEGSSS; (6) The Educational Community and MEGSSS; and (7) Teachers and MEGSSS classes. The final section, Recommendations and Replicability, opens with a discussion of some basic issues.

Individual topic sections focus on: (1) Teacher Training; (2) Local School Districts and University Involvement; (3) Student Selection and Funding; (4) Program Logistics and Attrition; and (5) Curriculum Alternatives. The document closes with a summary. Strengths and weaknesses are noted, and hope is expressed that the program will continue. The MEGSS model is viewed as worthy of replication. (MP)

ED 225 811 SE 039 844

Diamond, Celia B.
Engineering Manpower and Engineering Education in New York State: A Report and Recommendations for Action.

New York State Education Dept., Albany.

Pub Date—15 Jul 82

Note—168p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—College Programs, *Degrees (Academic), Educational Quality, *Engineering, *Engineering Education, Engineers, *Enrollment, Enrollment Trends, Financial Support, Higher Education, Industry, *Labor Force, *Labor Needs, Professional Continuing Education, School Business Relationship

Identifiers—*New York

Data related to current and recent engineering manpower demand, engineering degrees and enrollments, supply and demand projections for engineering manpower, and results of an April 1982 survey of New York's engineering schools are presented and discussed in separate sections of this report. Based on these data, nine recommendations for the future of engineering education in New York State are made. These recommendations address both questions of quantity and quality in engineering programs. A summary (highlighting the data and listing the nine recommendations) and detailed lists of figures and tables are included at the beginning of the report. Recommendations include expanding capacity in undergraduate engineering education; expanding opportunities for part-time graduate education for employed engineers; encouraging industry/university cooperation to alleviate faculty shortage and the problem of obsolete equipment in universities; increasing the number and financial stipends of teaching assistantships; establishing graduate fellowships; funding Centers for Advanced Technology (described in Regents 1982 Legislative Proposals); authorizing equipment acquisition grants and determining dimensions of need for additional instructional/research equipment; and continuing every effort to ensure quality engineering programs in New York. (Author/JN)

ED 225 812 SE 039 849

Hawkins, David And Others
A Report of Research on Critical Barriers to the Learning and Understanding of Elementary Science.

Colorado Univ., Boulder.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-SED-82021

Pub Date—[82]

Contract—SED-80-08581

Note—344p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—College Science, *Comprehension, *Concept Formation, Course Descriptions, Educational Research, Elementary Secondary Education, Energy, Higher Education, *Learning, *Mathematics, *Science Education, Science History, *Science Instruction, Scientific Concepts

Identifiers—*Conceptual Barriers, National Science Foundation, Science Education Research

Presented in this document are essays related to a research project focusing on conceptual obstacles which confine and inhibit scientific understanding (conceptual barriers). These include a short summary of research activities; research methodology; outline of a theory and summary of supporting evidence related to conceptual barriers encountered in teaching science to adults; students' views on critical barriers; a taxonomy of critical barriers (focusing on pervasive barriers, barriers recognized in narrower contexts, and barriers related to mathematics); problems with mathematics; ecological contexts of critical barriers (psychological sources of learning problems, differences in personal learning styles, and problems with pedagogical causes); clues from science history (biographical/historical

sources of critical barriers); description of a college level "Man and Nature-Energy" course, including list of difficulties students encountered; and notes and reflections on the course by a participant/observer. A list of references, annotated list of relevant psychological literature, and the proposal submitted to the National Science Foundation (NSF) are included. The NSF proposal provides the rationale/background for and significance of the research. The document is associated with five additional volumes of detailed records. Contents of these volumes are included at the beginning of this document. (Author/JN)

ED 225 813 SE 039 850

Maddock, M. N.

Some Trends in the Evolution of Science Curriculum Centres in Asia. Occasional Papers No. 12.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—Nov 82

Note—58p.

Available from—UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, *Curriculum Study Centers, Elementary School Science, Elementary Secondary Education, Foreign Countries, *Inservice Teacher Education, Material Development, *Program Descriptions, *Science Curriculum, *Science Education, Science Equipment, Secondary School Science

Identifiers—*Asia (Southeast)

Recent trends in science education associated with the evolution of science curriculum development centers in the Asian region are reviewed. These trends, and factors influencing them, are discussed under the following headings: science education and curriculum development centers; adaptation phase; shifts toward indigenous programs; science education, rural development, and informal education; science equipment; decentralization and dissemination; regional cooperation; and research and development. The role in promoting the trends at three centers is also discussed. The centers include Science Education Centre of the University of the Philippines and the Institute for the Promotion of Teaching Science and Technology of Thailand (examples of national centers) and the regional Centre for Science and Mathematics Education, set up as a training institution for key science education personnel throughout the region. Establishment of the centers, science education research projects, curriculum and instructional material development, science equipment, and teacher training are among the topics discussed. Major accomplishments/progress in science education in southeast Asia are summarized in a concluding section, indicating among others that in-service teaching training has formed a vital and integral part of curriculum development/implementation and is a vital cornerstone in the new programs developed. (Author/JN)

ED 225 814 SE 039 852

The Human Factor in Innovation and Productivity Including an Analysis of Hearings on the Human Factor. Report by the Subcommittee on Science, Research and Technology, Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Seventh Congress, Second Session, Serial FF.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology; Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date—Oct 82

Note—43p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Decision Making, *Employer Employee Relationship, *Government Role, *Human Resources, Industry, *Innovation, Labor Force, *Productivity, Social Science Research, *Technology, Work Attitudes, Work Environment

Identifiers—Congress 97th, National Science Foundation

The House Committee on Science and Technology, Subcommittee on Science, Research and

Technology, sponsored an American Association for the Advancement of Science seminar (July 28, 1981) and 6 days of hearings (September 9-17, 1981) on "The Human Factor in Innovation and Productivity." These hearings were designed to increase knowledge about the role of human factors in technological growth so that innovation and productivity in United States industries can be increased. Presented are findings and recommendations of the Subcommittee and an analysis of the hearings. Findings/recommendations focus on the importance of the human factor, labor-management cooperation, human factor and new technology, human resources for technology, Federal focus on productivity, and the need for research. The analysis includes an overview (summarizing major views expressed by seminar and hearings participants) and more detailed discussions of these views. These discussions address issues related to: (1) the importance of the human factor; (2) the American work force (focusing on worker attitudes/values, participation in decision-making, and management/labor issues); (3) efforts to improve productivity (focusing on approaches, introduction of new technology, and need for more research); and (4) role of the Federal Government, indicating lack of a central focus within the Government for innovation and productivity issues. (JN)

ED 225 815 SE 039 853

Foreman, Barbara R. And Others
Developmental Differences in Strategies for Solving Figural Matrices.

Spons Agency—Houston Univ., Tex.

Pub Date—82

Note—38p. Parts of the report presented at Southwest Psychological Association (Dallas, TX, April 1982) and at the American Psychological Association (Washington, DC, August 1982).

Available from—Barbara Foreman, Department of Educational Psychology, College of Education, University of Houston, Houston, TX 77004

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Processes, *Educational Research, Elementary Secondary Education, *Geometric Concepts, Learning Theories, *Mathematics Education, *Matrices, Memory, Problem Solving

Identifiers—*Mathematics Education Research

In order to study children's strategies for solving geometric matrices similar to those in the Raven's Progressive Matrices, ninety 7-, 10-, and 13-year-old boys and girls were administered tests of auditory and visual memory, the Raven's, and geometric matrices. The matrices varied in number of elements (1 to 3) and number of transformations (0 to 2). The fact that the 10- and 13-year-olds increased their latency to solution with increased item complexity on correctly completed matrices suggests support for a two-component process of identification of elements and specification and execution of transformations. However, high error rates for all ages on one particular item type for incorrectly completed matrices suggested strategies which focused on specifying transformations to the exclusion of identifying elements or executing transformations. Solution of figural matrices for 10- and 13-year-olds appeared to place demands on both visual and auditory memory. (Author/MP)

ED 225 816 SE 039 854

Ramanathan, N. L., Ed. Bandhu, Desh, Ed.

Declaration and Recommendations. International Conference on Environmental Education (New Delhi, India, 16-20 December 1981).

Indian Dept. of Environment, New Delhi; Indian Environmental Society, New Delhi.

Pub Date—82

Note—85p.

Available from—Indian Environmental Society, 8, Darya Ganj, New Delhi-110002 (India). Rs 200.-00, U.S. \$40.00.

Pub Type—Collected Works - Proceedings (021) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, *Educational Needs, Elementary Secondary Education, *Environmental Education, Foreign Countries, Higher Education, Institutional Role, *Mass Media, *Nonformal Education, *Policy, Training

Identifiers—*Environmental Education Programs, Environmental Management, *India

This document summarizes the recommendations adopted by the participants of the International

Conference on Environmental Education (New Delhi 1981) and presents the "Delhi Declaration on Environmental Education" arising out of discussions at the conference. In addition to a list of general recommendations, lists of other recommendations are presented, focusing on (1) formal education needs (school level, university level, research, and curriculum development); (2) non-formal education (general, training, mass media, role of non-governmental organizations); (3) strategies at national, regional, and international levels; and (4) action plans. In the "Delhi Declaration," individuals, groups, communities, national governments, and national/international voluntary agencies are called on to promote the cause of environmentally acceptable and sustainable development through all-round environmental education campaigns and appropriate action plans. Additional points of the declaration are also presented. The document also includes the inaugural and president's addresses, synopsis of conference trusts, and in appendices, the organizing committee, conference program, and lists of overseas and Indian participants. (Author/JN)

ED 225 817 SE 039 858

Yager, Robert E., Ed.

What Research Says to the Science Teacher, Volume 4.

National Science Teachers Association, Washington, D.C.

Report No.—ISBN-0-87355-027-7

Pub Date—82

Note—117p.; For related documents, see ED 148 628, ED 166 057, and ED 205 367.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cognitive Development, *Cognitive Processes, *Creativity, Decision Making, Elementary School Science, Elementary Secondary Education, Graduate Study, Mathematics Instruction, Minority Groups, *Problem Solving, Science Curriculum, *Science Education, *Science Instruction, Secondary School Science, Social Problems, Technology

Identifiers—Science and Society, *Science Education Research

This volume was conceived as a review of basic research in science education and as a discussion of what the research findings mean for K-12 science teachers. The eight reports presented represent different dimensions of science education. Each provides a review of a given dimension and/or a goal of science teaching and suggests ways that current knowledge might affect practice. Reports focus on: (1) a review of some major studies in instruction, with suggestions for applications to science/mathematics curricula (J. Stallings); (2) information-processing psychology and a brief description of a science project using its methodology (J. Larkin); (3) role of instruction in the development of problem-solving skills in science (R. Ronning and D. McCurdy); (4) developing creativity as a result of science instruction (J. Penick); (5) deriving classroom applications from Piaget's model of intellectual development (D. Phillips); (6) the development of an attentive public for science: implications for science teaching (A. Voelker); (7) factors affecting minority participation and success in science (J. Kahle); and (8) status of graduate science education: implications for science teachers (J. Gallagher and R. Yager). Brief summaries of each report and background information are provided in an introduction. A list of six actions by educators that would serve to implement the research findings and set new directions for science education is presented in an epilogue. (Author/JN)

ED 225 818 SE 040 060

Sharman, Ronald M.

Sludge Lagoons. Sludge Treatment and Disposal Course #166. Instructor's Guide [and] Student Workbook.

Linn-Benton Community Coll., Albany, Ore. Spons Agency—Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date—Aug 80

Grant—EPA-900953010

Note—43p.; For related documents, see ED 224 718-720 and SE 040 061-062.

Available from—Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 (\$1. student workbook, \$2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1

instructor's guide is \$75. per unit); EPA/Institutional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Instructional Materials, Laboratory Procedures, Post Secondary Education, Safety, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment

Identifiers—Sludge Lagoons

This lesson describes three different types of sludge lagoons: (1) drying lagoons; (2) facultative lagoons; and (3) anaerobic lagoons. Normal operating sequence and equipment are also described. The lesson is designed to be used in sequence with the complete Sludge Treatment and Disposal Course #166 or as an independent lesson. The instructor's manual contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives, glossary, text material, references, and worksheet. Tables listing advantages/disadvantages of using sludge drying lagoons and advantages/limitations of using facultative sludge lagoons for long-term storage are included. Safety measures are briefly considered. (Author/JN)

ED 225 819 SE 040 061

Carnegie, John W.

Lab Procedures. Sludge Treatment and Disposal Course #166. Instructor's Guide [and] Student Workbook.

Linn-Benton Community Coll., Albany, Ore. Spons Agency—Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date—Aug 80

Grant—EPA-900953010

Note—36p.; For related documents, see ED 224 718-720 and SE 040 060-062.

Available from—Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 (\$1. student workbook, \$2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is \$75. per unit); EPA/Institutional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Instructional Materials, *Laboratory Procedures, Post Secondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment

Laboratory tests used to determine status and to evaluate and/or maintain process control of the various sludge treatment processes are introduced in this lesson. Neither detailed test procedures nor explanations of how the tests should be applied to every unit are explained; this information is provided in other modules. The instructor's manual contains a brief description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, required reading list, reference reading list, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains objectives, glossary, descriptions of the laboratory tests for sludge treatment and disposal, worksheet, and list of treatment processes correlated with applicable laboratory tests and purpose of the tests. (Author/JN)

ED 225 820 SE 040 062

Alloway, Rawle A.

Filter Presses. Sludge Treatment and Disposal Course #166. Instructor's Guide [and] Student Workbook.

Linn-Benton Community Coll., Albany, Ore. Spons Agency—Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date—Aug 80

Grant—EPA-900953010

Note—45p.; For related documents, see ED 224 718-720 and SE 040 060-061.

Available from—Linn-Benton Community College,

6500 SW Pacific Blvd., Albany, OR (\$1. student workbook, \$2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is \$75. per unit); EPA/Institutional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment

Identifiers—Filter Presses

This lesson is an introduction to the operation of filter presses. Two basic types of presses, their components, the sequence of operation, operational controls, sampling, and testing are discussed. The instructor's manual contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives, glossary, text material, references, and worksheet. Text material is presented in five sections titled: filter press basics, equipment, operational controls, and sampling and testing. (Author/JN)

ED 225 821 SE 040 180

Lynch, Mervyn A., Comp.

Objectives for Junior High Science.

Edmonton Catholic Schools (Alberta).

Pub Date—80

Note—267p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Behavioral Objectives, *Biological Sciences, Course Objectives, *Earth Science, Foreign Countries, Junior High Schools, *Physical Sciences, Process Education, Science Education, *Scientific Concepts, *Secondary School Science

Identifiers—*Alberta

Following a list of objectives for secondary school science for Alberta (Canada), science objectives for grade 7 (biological sciences), grade 8 (earth science), and grade 9 (physical science) are presented in three separate sections. These objectives are related to key concepts listed in the table of contents. The format of each section is the same. Concepts, subconcepts, objectives, and suggested time (in weeks) are presented in table form. Objectives are keyed, when applicable, to specific textbooks and/or audiovisual materials. Both content and process objectives are emphasized. (JN)

ED 225 822 SE 040 181

Herbert, Martin

Final Summary Report. Year 4. Evaluation Report 4-A-1. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 77

Note—37p.; For related documents, see SE 040 182-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, Elementary Education, *Elementary School Mathematics, Grade 3, Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, *Program Effectiveness

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for the elementary grades. Beginning in 1973, CSMP ran an extended pilot trial of its elementary program. This report summarizes the data collected during its fourth year, with evaluation focusing on third-grade students and teachers. In the fall of 1976, CSMP materials were being used in 13 states and in about 1000 classes ranging from kindergarten to fourth grade. Evaluation here concentrates on the 23 districts and 108 classes using the third-grade materials. Three broad issues were explored: 1) After studying CSMP materials for 3 years, have students learned the computation skills

and mathematics concepts usually expected of third graders? 2) Are these CSMP students better able to deal with certain novel mathematical problem situations than they would otherwise have been? and 3) What are the reactions of teachers to the CSMP third-grade materials? (MP)

ED 225 823 SE 040 182

Small, Ava Herbert, Martin

Standardized Test Data. Third Grade. Evaluation Report 4-B-1. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Note—59p.; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Grade 3, Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, Primary Education, Program Effectiveness, *Standardized Tests

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for the elementary grades. Beginning in 1973, CSMP ran an extended pilot trial of its elementary program. The 1976-77 period was the fourth year. This report describes results of three studies involving veteran CSMP third-grade classes, and covers between them 33 of the 88 veteran classes. Results indicate that CSMP students at the end of third grade appear to be developing satisfactory computational skill. At one of three sites, however, there was evidence that CSMP students did not do well on the concepts items of the Comprehensive Tests of Basic Skills (CTBS), particularly those dealing with sets and number sentences. (MP)

ED 225 824 SE 040 183

Dougherty, Knowles Herbert, Martin

Mathematics Applied to Novel Situations (MANS) Test Data. Third Grade. Evaluation Report 4-B-2. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 77

Note—152p.; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, Evaluation Methods, *Grade 3, Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, Primary Education, Program Effectiveness, *Quantitative Tests

Identifiers—*Comprehensive School Mathematics Program, Mathematics Applied to Novel Situations Test, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for the elementary grades. Beginning in 1973, CSMP ran an extended pilot trial of its elementary program. This material looks at whether CSMP students after several years are better able to deal with certain kinds of novel mathematical situations than other pupils. The results of administration of a series of tests called Mathematics Applied to Novel Situations (MANS) are reported. Results indicate classes who have used CSMP curriculum for at least 3 years score better than classes of students who have not. The findings hold for classes at different ability levels, at all testing sites, for both sexes, for right- and left-handers, and for pupils regardless of teachers' judgement of their best learning situation. (MP)

ED 225 825

Herbert, Martin

Individually Administered Problems. Third Grade. Evaluation Report 4-B-3. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Note—46p.; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, Evaluation Methods, *Grade 3, *Individual Testing, Interviews, Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, Primary Education, Problem Solving, Program Effectiveness, *Quantitative Tests

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for the elementary grades. Beginning in 1973, CSMP ran an extended pilot trial of its elementary program. The 1976-77 period was the fourth year. This material describes the results of some individually conducted tests with third graders in the St. Louis region. The purpose of this testing was to achieve a deeper understanding of the mathematical processes used by CSMP versus non-CSMP students than paper-and-pencil testing allows. It is noted that a great deal of information has been summarized very briefly. Results indicated very real differences in favor of CSMP students on a relatively small number of items, but for many of the tasks the differences were not considered large enough to be of importance, particularly in view of the small numbers of pupils tested. It is noted that the study was exploratory, with hopes that a more efficient procedure would be adopted in the future to further probe some of the findings. (MP)

ED 225 826

Herbert, Martin Small, Ava

Teacher Questionnaire Data. Third Grade. Evaluation Report 4-C-1. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Note—59p.; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, Elementary School Teachers, *Grade 3, Interviews, *Mathematics Curriculum, Mathematics Instruction, Primary Education, Questionnaires, *Teacher Attitudes

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for the elementary grades. Beginning in 1973, CSMP ran an extended pilot trial of its elementary program. This material looks at responses to a questionnaire by all 69 third-grade teachers of CSMP in May 1977. Further, the document summarizes the responses by 32 of the teachers to interviews. Results showed a definitely favorable attitude towards CSMP on the part of the teachers, but the responses were less favorable than from the previous year's third-grade teachers. Further, responses were also less favorable than in previous grade levels, and new-to-CSMP teachers responded less favorably than veterans of CSMP did. Also, there were many indications that teachers saw more need for emphasis on basic skills. (MP)

SE 040 184

ED 225 827

Herbert, Martin

Fourth Grade MANS Test Data. Evaluation Report 5-B-1. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 78

Note—144p.; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, Evaluation Methods, *Grade 4, Intermediate Grades, Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, Program Effectiveness, *Quantitative Tests

Identifiers—*Comprehensive School Mathematics Program, Mathematics Applied to Novel Situations Test, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for the elementary grades. Beginning in 1973, CSMP ran an extended pilot trial of its elementary program. This report describes the results of administering a series of tests to nine fourth-grade CSMP classes in the St. Louis area and to eight comparison classes. The tests are collectively called the Mathematics Applied to Novel Situations (MANS) Test. The study was conducted in May 1978, at the end of a school year that constituted the first of 2 years of the Extended Pilot Trial (EPT) of CSMP fourth-grade materials. Results indicated that CSMP pupils did seem to be consistently better at certain kinds of tasks than non-CSMP students. (MP)

ED 225 828

Dougherty, Knowles Herbert, Martin

Individually Administered Problems. Fourth Grade. Evaluation Report 5-B-2. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 78

Note—78p.; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, Evaluation Methods, *Grade 4, *Individual Testing, Intermediate Grades, Interviews, Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, Problem Solving, Program Effectiveness, *Quantitative Tests

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for the elementary grades. Beginning in September 1973, CSMP ran an extended pilot trial of its elementary program. The material looks at the results of interviews carried out in the St. Louis area with nine CSMP and nine non-CSMP fourth-grade classes. Six students were selected from each class. The nine CSMP classes were veteran classes having used CSMP as their regular program since first grade. Six different problem exercises were administered to subjects. Results showed significantly higher scores for CSMP pupils than non-CSMP individuals on two of the exercises, some difference thought worth noting on one additional problem also favoring CSMP students, and small and not significant differences between groups on the other three measures. It is noted that boys in both CSMP and non-CSMP groups outperformed their female classmates. (MP)

SE 040 186

ED 225 829

SE 040 188

Small, Ava Herbert, Martin

Teacher Questionnaire and Interview Data. Fourth Grade. Evaluation Report 5-C-1. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 78

Note—47p; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Elementary School Teachers, Evaluation Methods, *Grade 4, Intermediate Grades, Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, Surveys, *Teacher Attitudes

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for grades kindergarten through 6. In the fall of 1973, CSMP began a longitudinal pilot study of its program. In May 1978, a questionnaire was sent to all 42 fourth-grade teachers of CSMP, and interviews were conducted with some of them. Altogether, 34 of the teachers responded to at least some of the questions, either by questionnaire or interview. The questions dealt primarily with: 1) teacher experience; 2) teacher training; 3) implementation; 4) comparisons with other mathematics groups; and 5) program evaluation. It is noted that teachers were generally positive about CSMP, but major criticisms were made by a few teachers on nearly every question. (MP)

ED 225 830

SE 040 189

Herbert, Martin

Comparative Test Data: Fourth Grade. Evaluation Report 6-B-1. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Note—168p; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, Evaluation Methods, *Grade 4, Intermediate Grades, *Mathematics Achievement, Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, *Quantitative Tests

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for grades kindergarten through 6. At the end of the 1978-1979 school year, a series of tests was administered to fourth-grade CSMP classes and comparable non-CSMP classes. Two-thirds of those CSMP classes which had been using the program as their regular curriculum since at least the second grade were included. Among the results, non-CSMP classes did better, at the .05 level of significance, on the Stanford Achievement Test, while CSMP pupils did significantly better on the other computation scales, as well as on measures of mental arithmetic and fractions. Analysis indicates results consistent with those from other grade levels, and appears to indicate that CSMP promotes improvement in several mathematical thinking processes viewed as important, with minimal loss in the usual areas of study. (MP)

ED 225 831

SE 040 190

Dougherty, Knowles Herbert, Martin

Preliminary Test Data: Fifth Grade. Evaluation Report 6-B-2. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 79

Note—89p; For related documents, see SE 040

181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement, Educational Research, *Elementary School Mathematics, Evaluation Methods, *Grade 5, Intermediate Grades, *Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, Testing

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for grades kindergarten through 6. This is a report of the first year of a 2-year evaluation of the CSMP fifth-grade materials. The study was intended as both a pilot test of certain scales and a preliminary comparative evaluation of CSMP/non-CSMP achievement. A small group of St. Louis area classes were chosen for the pilot study. Main results noted: 1) Significant differences in favor of CSMP classes in mental arithmetic, number relations, number systems (other than whole numbers), certain word problems, and problems with multiple correct answers; 2) no significant differences on standard computation, geometry, probability, and place value; 3) similar results for comparisons of the two groups by sex and at different levels of reading ability; 4) a consistency with previous findings, particularly those in large-scale fourth-grade comparisons. (MP)

ED 225 832

SE 040 191

Small, Ava Herbert, Martin

Teacher Questionnaire Data: Grades 3-5. Evaluation Report 6-C-1. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 79

Note—79p; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Research, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, *Teacher Attitudes

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for grades kindergarten through 6. In May 1979, a questionnaire was sent to 158 third-, fourth-, and fifth-grade CSMP teachers, and a number of the fourth- and fifth-grade teachers were also interviewed. The rate of return of the surveys was 51%. Roughly two-thirds occasionally repeated or extended lessons and half omitted some lessons. Many thought there were too many lessons dealing with probability and statistics. Almost all teachers supplemented the program in some way, usually with computational practice. Roughly three-fourths said CSMP assumed certain entering prerequisites which students did not have, and even more indicated the curriculum did not adequately cover certain skills or concepts. CSMP was rated higher than previous mathematics programs in student interest and involvement, promotion of learning concepts, appropriateness for high ability pupils, and logical reasoning; but rated lower for computational skills development and appropriateness for low ability students. (MP)

ED 225 833

SE 040 192

Herbert, Martin

Fifth Grade Evaluation: Volume I, Summary. Evaluation Report 7-B-1. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 80

Note—28p; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Grade 5, Intermediate Grades, *Mathematics Achievement, Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, Testing

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for grades kindergarten through 6. In the spring of 1980, a series of mathematics tests was administered to fifth-grade classes. Thirty-one CSMP groups and 25 non-CSMP classes were chosen. The main finding is that CSMP classes demonstrated clear superiority over non-CSMP classes in many mathematical thinking areas as assessed by specific tests. Particular examples included calculation in mental arithmetic and estimation, elucidation, and number relationships, as well as in fractions, decimals, and negative numbers. Gains are seen as made without corresponding score decreases in more traditional instruction areas. Teachers' approval of CSMP and reasonably faithful implementation appeared to result in improvement in some areas, with a possible cost in computation that is often made up with teacher supplementation. (MP)

ED 225 834

SE 040 193

Herbert, Martin

Fifth Grade Evaluation: Volume II, Test Data. Evaluation Report 7-B-2. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 80

Note—116p; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, Evaluation Methods, *Grade 5, Intermediate Grades, *Mathematics Achievement, Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, *Quantitative Tests

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for grades kindergarten through 6. This volume describes the results of a series of mathematics achievement tests administered in spring 1980 to 31 CSMP and 25 non-CSMP classes. Report sections cover: 1) Setting; 2) The MANS Tests; 3) Methods of Analysis; 4) Comparison of Class Means; 5) MANS scores According to Reading Level of Student; 6) Graphs of District Means; and 7) New Students. There are two appendices: A) Statistical Data for Each MANS Scale; and B) Comparison of Results Using Different Units of Analysis. It is noted that within the 13 scale categories, there was a significant CSMP advantage in 6 when one looks at either the whole category or at the proportion of individual scales that were significant. In 3, there were significant differences in favor of CSMP for the whole category. There were no significant differences in categories titled computation, most reasonable answer, measurement estimation, and organizing data. (MP)

ED 225 835

SE 040 194

Herbert, Martin Small, Ava

Fifth Grade Evaluation: Volume III, Non-Test Data. Evaluation Report 7-B-3. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 80

Note—54p; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Grade 5, Intermediate Grades, Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, *Student Attitudes, *Teacher Attitudes

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for grades kindergarten through 6. This volume describes non-test data collected in spring 1980 from CSMP and non-CSMP fifth-grade classes, and includes implementation data as well as teacher and student attitudes. An attempt is made to compare CSMP with non-CSMP groups on these variables. Among the results, it is noted that pupils in CSMP classes liked mathematics less, when compared with other subjects, than non-CSMP classes did, but saw mathematics as more open. Further, CSMP classes liked mathematics more when: 1) teachers gave a higher overall evaluation to the curriculum; 2) supplementing occurred more often; 3) fewer tests were reported by students; and 4) fewer games were reported by students. The non-CSMP classes tended to like mathematics less under these conditions. (MP)

ED 225 836

SE 040 195

Herbert, Martin

Achievement of Former CSMP Students at Fourth Grade. Evaluation Report 7-B-5. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 80

Note—29p; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Grade 4, Intermediate Grades, *Mathematics Achievement, Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, Testing

Identifiers—*Comprehensive School Mathematics Program, Mathematics Applied to Novel Situations Test, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for grades kindergarten through 6. A comparison of student achievement at the end of fourth grade on the Mathematics Applied to Novel Situations (MANS) Scales was conducted in a district where CSMP was taught only in kindergarten through grade 3, after which the district's regular program was used. These classes were compared to classes with no CSMP experience. The CSMP-background classes had significantly higher scores on nine scales: 1) two of six computation measures; 2) three of five estimation scales; 3) two of five evaluating number relationships; 4) one of three other number system measures; and 5) one of two place value scales. On no scale was there a significant difference in favor of the non-CSMP classes. It was viewed as surprising that the data were strikingly similar to those obtained in a previous large study in which the CSMP group had been with this curriculum through the fourth grade. (MP)

ED 225 837

SE 040 196

Herbert, Martin

Student Achievement, Rapid Implementation Model. Evaluation Report 7-B-6. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 80

Note—35p; For related documents, see SE 040 181-195 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, Elementary Education, *Elementary School Mathematics, *Mathematics Achievement, Mathematics Curriculum, Mathematics Instruction, *Program

Evaluation, *Testing

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for grades kindergarten through 6. Two schools began using CSMP in fall 1978, with the curriculum begun with all students through fourth grade, rather than the more common grade-by-grade approach that begins with only first-grade classes. A series of tests administered in 1978, 1979, and 1980 were designed to compare the performance of students before the introduction of CSMP, after one year's experience and after two years' experience. Results indicated: 1) On MANS tests, significant improvement was found from 1978 to 1980, which was consistent with previous CSMP and non-CSMP comparisons made with the same tests; 2) The kinds of tests which the 1980 group did relatively better on were also ones on which CSMP superiority had been demonstrated in previous studies; and 3) On second-grade standardized tests, virtually no change at either school in mathematics scores related to reading scores. However, there was usually a small decrease in the first year of CSMP for third- and fourth-grade pupils, followed by a "more-than-compensating" gain the second year. (MP)

ED 225 838

SE 040 197

Dunne, Barbara B.

Food Webs in an Estuary.

Maryland Univ., College Park. Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

National Sea Grant Program.

Report No.—UM-SG-ES-79-02

Pub Date—79

Grant—NA81AA-D-00040

Note—34p.

Available from—University of Maryland Sea Grant Program, H.J. Patterson Hall, College Park, MD 20742 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Biological Sciences, *Ecology, Educational Games, Elementary School Science, Elementary Secondary Education, Environmental Education, *Marine Biology, Oceanography, *Science Activities, Science Education, *Secondary School Science

Identifiers—Estuaries, *Food Webs, *Marine Education

The Maryland Marine Science Education Project has produced a series of mini-units in marine science education for the junior high/middle school classroom. This unit focuses on food chains in an estuary. Although the unit specifically treats the Chesapeake Bay, it may be adapted for use with similar estuarine systems. In addition, the unit may be incorporated into existing life science courses using the Chesapeake Bay as a concrete example of working biological principles. The unit consists of the following components: (1) teacher's narrative, a brief content reading for the teacher on food webs, specifically related to the Chesapeake Bay; (2) student activities, a section of eight activities/games; and (3) a final section of resource materials. These include lists of junior high/middle school science texts where the mini-unit may be incorporated, student/teacher reading materials, and films/filmstrips to supplement student activities. (Author/JN)

ED 225 839

SE 040 198

Zeitoun, Hassan Hussein

Operationalizing Advance Organizers: A New Procedure.

Pub Date—Feb 83

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advance Organizers, Elementary Secondary Education, Higher Education, *Material Development, *Methods, *Science Education

Procedure of Operationalizing Advance Organizers (POOAO) is a new procedure that can be utilized by researchers to construct effective advance organizers. The procedure is based mainly on the Ausubelian propositions related to advance organizers and on empirical findings of advance organizer research. The eight steps involved in the procedure are outlined and discussed. They include: (1)

analyzing learning materials; (2) mapping the cognitive structures of learners; (3) determining characteristics of the advance organizer; (4) estimating the readability of the advance organizer; (5) checking the understandability of the advance organizer; (6) assessing the study time of the advance organizer; (7) valuing the validity of the advance organizer; and (8) revising the advance organizer. (Author/JN)

ED 225 840

SE 040 199

Thompson, Nancy E.

The American Oyster.

Maryland Univ., College Park. Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

National Sea Grant Program.

Report No.—UM-SG-ES-79-03

Pub Date—79

Grant—NA81AA-D-00040

Note—70p.

Available from—University of Maryland Sea Grant Program, H.J. Patterson Hall, College Park, MD 20742 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Animals, *Biological Sciences, Classification, Ecology, Elementary School Science, Elementary Secondary Education, Environmental Education, *Marine Biology, *Science Activities, Science Education, *Secondary School Science, Wildlife

Identifiers—Estuaries, *Marine Education, *Oysters

The Maryland Marine Science Education Project has produced a series of mini-units in marine science education for the junior high/middle school classroom. This unit focuses on the American oyster. Although the unit specifically treats the Chesapeake Bay, it may be adapted for use with similar estuarine systems. In addition, the unit may be incorporated into existing life science courses using the Chesapeake Bay as a concrete example of working biological principles. The unit consists of sections devoted to content/background reading for the teacher, student activities, and resource materials. Topics in the teacher's narrative include background information on the Chesapeake Bay, nature/anatomy of oysters, oyster life cycle, oyster predators/parasites, oyster distribution and possible reasons for their decline, methods of oyster harvest in the Chesapeake, state oyster repletion program, and comments on oyster processing. Eight activities/games are included in the student activities section. These activities include graph interpretation, map reading, oyster classification, making oyster stew, and three vocabulary games (bingo, rummy, and a word search). An annotated list of resources for additional activities (including field trips), student/teacher references, and list of junior high/middle school science texts where the mini-unit may be incorporated are provided in the resource materials section. (Author/JN)

ED 225 841

SE 040 200

Pouler, Chris

Tides and Marshes.

Maryland Univ., College Park. Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

National Sea Grant Program.

Report No.—UM-SG-ES-79-01

Pub Date—79

Grant—NA81AA-D-00040

Note—48p.

Available from—University of Maryland Sea Grant Program, H.J. Patterson Hall, College Park, MD 20742 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Biological Sciences, *Ecology, Elementary School Science, Elementary Secondary Education, Environmental Education, *Oceanography, *Science Activities, Science Education, *Secondary School Science, Wildlife

Identifiers—Estuaries, *Marine Education, Marshes, *Tides

The Maryland Marine Science Education Project has produced a series of mini-units in marine science education for the junior high/middle school classroom. This unit focuses on tides and marshes. Although the unit specifically treats the Chesapeake Bay, it may be adapted for use with similar estuarine systems. In addition, the unit may be incorporated into existing life science courses using the Chesapeake Bay as a concrete example of working biological

cal principles. The unit consists of the following components: (1) teacher's narrative, including background reading for the teacher on tides and marshes and comments on student attitudes (2) student activities, a section of 10 activities/games; and (3) a final section of resource materials. These include a student/teacher bibliography, list of various junior high/middle school science texts where the unit may be incorporated, and list of films to supplement student activities. (Author/JN)

ED 225 842 SE 040 201
Driscoll, Mark

Research Within Reach: Secondary School Mathematics. A Research-Guided Response to the Concerns of Educators.
CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 82
Note—170p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Algebra, Calculators, Educational Research, Fractions, Geometry, Instruction, *Mathematics Instruction, Problem Solving, Proof (Mathematics), Secondary Education, *Secondary School Mathematics, *Teacher Education, *Teaching Methods

Identifiers—Estimation (Mathematics), *Mathematics Education Research, *Research Development Interpretation Service

This document was initiated with the collection of 150 questions in telephone interviews of a national sampling of junior high school and high school teachers. A Mathematics Consultant Panel reviewed the questions and selected topics were developed, for which there were research bases for answers. The material covers: (1) Effective Mathematics Teaching; (2) Individual Differences Among Mathematics Learners; (3) Communicating Mathematics; (4) Breaking Vicious Cycles: Remediation in Secondary School Mathematics; (5) Problem Solving: The Life Force of Mathematics Instruction; (6) Estimation: A Prerequisite for Success in Secondary School Mathematics; (7) The Calculator: An Essential Teaching Aid; (8) Understanding Fractions: A Prerequisite for Success in Secondary School Mathematics; (9) The Learning and Teaching of Algebra; (10) The Learning and Teaching of Geometry; and (11) The Path to Formal Proof. The document includes a 13-page bibliography. The document is set up so that each chapter may be read independently. Each begins with a question from a teacher, and the answer is constructed so that research information and classroom implications are clear. It is felt the material is of obvious use for individual study, and will prove useful for both pre- and in-service courses. It is hoped that teachers will take seriously the numerous invitations to replicate or validate the research cited. (MP)

ED 225 843 SE 040 202
Callahan, Leroy G.

School Arithmetic Development: Movement Toward Conceptual Maturity of Students with Differing Number Abilities on Entering First Grade. Final Report.

State Univ. of New York, Buffalo.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 82
Grant—NIE-G-80-0097
Note—89p.; Primary Education.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Arithmetic, Basic Skills, Curriculum Development, *Educational Research, *Elementary School Mathematics, Grade 1, *Longitudinal Studies, *Mathematics Curriculum, *Mathematics Instruction, Primary Education

Identifiers—*Mathematics Education Research

This study examined the school arithmetic development of three groups of students from an urban school district who differed in performance on precisely described number tasks on entry into first grade. The investigation followed pupils' arithmetic development to the completion of third grade, for those normally promoted each year. The two major questions examined were: (1) Are there quantitative and/or qualitative differences in the school arithmetic development of students with differing number abilities on entry to first grade as they proceed through the primary grades? and (2) Are there dif-

ferences in the school arithmetic programs provided for students with differing number abilities on entry into first grade? Teachers' perceptions of pupil arithmetic, intellectual, socio-emotional, and psychomotor maturity were found to correspond closely with student number ability on entering first grade across the three years of investigation. Student performance on simple number tasks on first-grade entry appeared quite a valid predictor of pupil performance two and three years later. Arithmetic development appeared closely related to general psychological development. It is suggested that dramatic program adaptations should be considered for students who enter first grade with immature arithmetic development. (MP)

ED 225 844 SE 040 203
Project Basic. Instructional Resources for Mathematics.

Maryland State Dept. of Education, Baltimore.
Pub Date—82
Note—105p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, Instruction, *Instructional Materials, *Mathematical Concepts, *Mathematics Education, *Mathematics Instruction, *Mathematics Materials, *Resource Materials

Identifiers—*Maryland State Department of Education, Project Basic

This document was written to provide school systems with a bibliography of suggested resources which would support Project Basic Instructional Guides. The material consists of annotated listings of student use materials, such as library books, films, filmstrips, kits, records, games, audio and videotapes, filmloops, transparencies, periodicals, and pamphlets. The items are grouped alphabetically as print or non-print resources under the following competency headings: (1) Number Concepts; (2) Whole Number Operations; (3) Mixed Number/Fraction Operations; (4) Measurement; (5) Using Data; and (6) Problem Solving. Alphabetical organization is by author for print resources and by Series Title for non-print items. It is noted that the document may be copied and reproduced by school system personnel for use as deemed appropriate. (MP)

ED 225 845 SE 040 204
Land Use for Marsh Beach. 4-H Marine Science Simulation Game. Member's Guide [and] Agent's Supplement. Msp 5 [and] 6.

Auburn Univ., Ala. Cooperative Extension Service; Mississippi-Alabama Sea Grant Consortium, Ocean Springs, Miss.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date—[82]
Grant—NA80AA-D-00017
Note—12p.; Member's Guide may be marginally legible due to color of paper.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Decision Making, Educational Games, Elementary Secondary Education, *Environmental Education, *Land Use, *Learning Activities, Problem Solving, Role Playing, *Simulation

Identifiers—*Marine Education

A six-part marine science simulation game for 4-H members concerning land use in a hypothetical community is provided. The major problem is to decide what are some possible uses of a three-mile (1,250 acre) Marsh Beach which the city recently purchased. Members assume the roles of decision-makers in the simulated environment and compete for certain objectives according to specified procedures and rules. In parts one through five, small groups study background information, list suggested land uses, plan a strategy, prepare a 3-minute presentation, and present group reports. In the final part, learners determine if the game met three basic characteristics of simulation games: (1) clearly defined problem; (2) identifiable factors affecting decisions; and (3) identification of individuals/groups with different interests who will be affected by the decisions. A separate "Agent's Supplement" is also included in which strategies (corresponding to the six parts in the member's guide) for conducting the simulation are outlined. (Author/JN)

ED 225 846 SE 040 205

A Beach and Dune Community. 4-H Marine Science. Member's Guide. Activity 1. MSp 1.
Auburn Univ., Ala. Cooperative Extension Service; Mississippi-Alabama Sea Grant Consortium, Ocean Springs, Miss.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date—[82]
Grant—NA80AA-D-00017
Note—11p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Animals, *Ecology, *Elementary School Science, Elementary Secondary Education, Environmental Education, *Marine Biology, Oceanography, *Science Activities, Science Education, *Secondary School Science

Identifiers—*Marine Education

The investigation in this booklet is designed to provide 4-H members with opportunities to identify common plants and animals found on beaches and sand dunes and to determine the role of the plants and animals in this community. Learners are provided with a picture of a hypothetical beach and sand dune and a list of organisms (included in the booklet). Following an exercise in which correct names are matched with correct organisms in the picture, a data base table for the usual niche of each organism is completed. Data include information about where an organism lives, how it feeds, and what relationship it has to other organisms. The investigation includes background information on dunes, beaches, water, beach and dune animals, and the strand line (a zone where debris and flotsam are left as a tide advances and recedes, containing dead plants and animals as well as trash). A list of vocabulary words (with definitions) used in the investigation is also included. (Author/JN)

ED 225 847 SE 040 206
World National Parks Congress. Recommendations. (Bali, Indonesia, October 11-22, 1982).

International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland).

Pub Date—82
Note—9p.

Pub Type—Reports - General (140) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conferences, *Conservation (Environment), *Environmental Education, Environmental Standards, Futures (of Society), Guidelines, *Natural Resources, Parks, *Physical Environment, Program Development, Public Support, *Wildlife, Wildlife Management

Identifiers—Antarctica, *National Parks, *Protected Areas

Recommendations of the World National Parks Congress, which met in Bali, Indonesia, are provided in this document. These recommendations address issues related to: information on protected areas; global system of representative terrestrial protected areas; marine and coastal protected areas; Antarctica; the role of protected areas in sustainable development; threats to protected areas; and combating poaching. Additional recommendations focus on issues related to protected areas and traditional societies; conservation of wild genetic resources; development assistance and protected areas; management of protected areas; protected area personnel: training and communication; development of public support for protected areas; voluntary assistance for protected areas; world heritage convention; biosphere reserves; international agreements and protected areas; and future world congresses and meetings on protected areas. (JN)

ED 225 848 SE 040 207
Crowley, Michael F.

Science and Engineering Personnel: A National Overview.

National Science Foundation, Washington, D.C.
Report No.—NSF-82-318

Pub Date—82
Note—77p.; For 1980 edition see ED 196 715
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 038-000-00518-9, \$5.00).

Pub Type—Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Degrees (Academic), *Employment Patterns, *Employment Statistics, Engineering, Engineering Education, *Engineers, Females,

Higher Education, *Labor Market, *Labor Supply, Minority Groups, Science Education, Sciences, *Scientists, Secondary School Mathematics, Secondary School Science

This is the second in a biennial series of reports designed to furnish a comprehensive overview of the status of U.S. scientific and technological efforts as they relate to the employment and other characteristics of science/engineering (S/E) personnel. The report begins with an integrated overview of current utilization and supply patterns for all U.S. scientists and engineers and the roles of women and minorities in science and engineering. Issues related to S/E personnel in universities are discussed, along with the role of precollege mathematics and science training on students' decisions to enter careers in science or engineering. The report concludes with an examination of the flows of scientists and engineers into and out of science and engineering. Appendix tables provide a comprehensive summary of data on S/E personnel. (JN)

ED 225 849 SE 040 208

Winkler, Helmut

Interaction of Theory and Practice in the U.S. Engineering Education. *Arbeitspapiere Nr. 13* (Working Paper No. 13).

Kassel Univ. (West Germany). Scientific Center for Professional and University Research.

Pub Date—Aug 82

Note—116p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cooperative Education, *Cooperative Programs, Educational Research, Engineering, *Engineering Education, *Experiential Learning, Higher Education, Interviews, *Program Descriptions, *Program Evaluation, School Business Relationship, Science Education

This study was designed to: (1) describe, in some detail, the structure and activities of engineering programs exemplifying different approaches to experiential learning; (2) identify learning outcomes using this approach, especially in comparison to the regular curriculum; and (3) clarify the broad impact of experiential learning on student/faculty roles and on the specific institution. Ten different programs (or models) of experiential education were selected. Each program either exemplified an established and successful model or represented a unique approach to experiential learning. No instrument interviews were developed, but seven general questions were asked of those interviewed (professors, program officials, and some students). Since interviewees were not randomly selected and the questions asked by a researcher not well experienced in the U.S. educational system, these and other limitations are addressed. A review of the U.S. system of higher education (including recent trends in higher education and practices in engineering education), a concept to integrate engineering theory and practice (focusing on experiential learning objectives, patterns of involvement/operation, and cooperative education), and descriptions of the ten programs are provided in separate chapters. Benefits, success, and problems of programs, including evaluation of cooperative and other programs are discussed in the final section. (Author/JN)

ED 225 850 SE 040 209

Petrock, Edith M.

The Status of Energy Education in the States.

Education Commission of the States, Denver, Colo. Pub Date—Dec 82

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Trends, *Energy, Environmental Education, *Federal Aid, *Federal Programs, *Financial Support, Program Descriptions, *State Action, State Agencies, *State Programs

Identifiers—*Energy Education

Issues and factors related to the continuation of state energy education programs are discussed. The turmoil over energy's changing position among public priorities, limited federal and state budgets available for meeting energy education needs, substantive changes in both federally-sponsored and state-supported programs, and concomitant changes in personnel have affected virtually every state education agency and energy office. Because of the declining federal role in energy education matters, the disappearance of a national consensus that energy and energy education are among the

highest public priorities, and interstate fiscal disparities, a great variation in energy education programs exists among and within states. However, four trends in state energy agencies and four patterns in their handling of energy education have been identified. Although the reaction in some states has been to relinquish leadership in energy education, states maintaining their programs are faced with the challenge of doing as much as possible with fewer resources. The ECS Energy and Education Project is one resource available to assist state officials in fulfilling their energy and education responsibilities. The project collects, analyzes, and disseminates information about changed federal and state policies, programs, budgets and personnel, and provides referrals to other sources of expertise. (Author/JN)

ED 225 851 SE 040 210

Gilbert, John K.

Alternative Conceptions: Which Way Now?

Pub Date—83

Note—26p.; Paper presented at the Annual Meeting of the American Association of Physics Teachers (New York, NY, January 24-27, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, College Science, *Concept Formation, *Concept Teaching, Curriculum Design, Elementary School Science, Elementary Secondary Education, Higher Education, *Physics, Science Education, *Science Instruction, *Secondary School Science, *Teacher Education

Identifiers—*Alternative Conceptions, Science Education Research

The study of alternative conceptions, or interpretations of ideas which differ significantly from the accepted scientific view at any time, has made rapid progress in the last few years. A detailed review of the field is not provided, rather achievements made and challenges for the future are noted. Areas addressed include: (1) the elucidation of alternative conceptions, discussing research methodology, need to produce diagnostic tests, and major content focus (mechanics and dynamics) in alternative conception studies; (2) conceptual development in physics; (3) approaches to developing conceptions in the classroom, indicating a key activity to be the generation of cognitive conflict in the individual student; (4) curriculum design; and (5) teacher education. It is noted that researchers in the alternative conceptions field have data which shows that some trainee physics teachers have similar conceptions to those of 12-year-olds. Therefore, it is suggested that the training of physics teachers should include ample time for the trainees to articulate, confront, and modify their own alternative conceptions. In so doing they will be subject to the same treatment that they will be encouraged to give to their students. (Author/JN)

ED 225 852 SE 040 211

Champagne, Audrey B. Klopfer, Leopold E.

Naïve Knowledge and Science Learning.

Pub Date—83

Note—23p.; Paper presented at the Annual Meeting of the American Association of Physics Teachers (New York, NY, January 24-27, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, College Science, *Concept Formation, *Concept Teaching, Elementary School Science, Elementary Secondary Education, Higher Education, *Physics, Science Education, *Science Instruction, *Secondary School Science

Identifiers—*Alternative Conceptions, *Science Education Research

One of the most striking developments in understanding science learning has been the discovery of the extent and persistence of the naïve conceptions about the natural world students bring with them to the classroom. In physics and other sciences, students (even those who do well on textbook problems) often do not apply principles they have learned to predicting and describing actual physical events. Investigations have revealed that these students' failures were not due to an absence of theories, but to the persistence of naïve theories brought with them to science classes, theories that stand in marked contrast to what they are expected to learn. Evidence is accumulating that these naïve theories and the distortions they engender in students' com-

prehension of instruction are among the principal causes of their failure to achieve understanding in science. Discussed in this paper are: (1) the characteristics of naïve conceptions; (2) the influence of naïve conceptions on students' interpretations of instructional events; and (3) the implications of this research for designed instruction to facilitate the reconciliation of naïve conceptions with scientific theories. (Author/JN)

ED 225 853 SE 040 212

Hohly, Richard

A Concise Model of Problem Solving: A Report on Its Reliability and Validity.

Pub Date—Feb 83

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Science, Higher Education, Learning, Mathematics, *Models, *Physics, *Problem Solving, Science Education, *Skill Analysis, *Test Reliability, Test Validity

Identifiers—Science Education Research

This paper discusses some means by which one might answer the question of "What makes problem solving hard?" In order to facilitate the investigations required to answer this question, a model of problem solving is needed. From some simulated solutions to a physics problem, several problem solving processes used by students are identified. A concise model of problem solving based on one of these solutions is then described. The model identifies steps that must logically be worked to complete the problem. These steps include: (1) reading; (2) sketching; translating words into symbols; (3) recognizing the law governing situations; (4) identifying definitions for quantities found in the law; (5) solving equations; and (6) making numerical substitutions (simplification skills). Limits to the validity of the model are discussed in light of the other solutions. Finally, an instrument that can be constructed by means of the model is described and its reliability tested. Subsequent papers will report on the results of applying the model to the learning of physics in a typical introductory course. (Author/JN)

ED 225 854 SE 040 213

Schwille, John And Others

Teachers as Policy Brokers in the Content of Elementary School Mathematics. *Research Series No. 113.*

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 82

Contract—400-81-0014

Note—47p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$4.00).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Policy, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, *Mathematics Curriculum, Mathematics Education, *Policy Formation, *School Policy, *Teacher Role

Identifiers—*Mathematics Education Research

This paper provides a framework for analyzing teachers' content decisions and for determining the extent to which they are influenced by state/district policies. Examples of research based on this framework are presented in the area of elementary school mathematics. Content decisions are defined as decisions of how much time will be devoted to a subject, what topics will be taught, to whom they will be taught, and how well topics are to be learned. To understand more precisely the effect of external policies on teachers, a bottom-up approach is advocated. This approach starts with an analysis of what teachers do and treats external policies as but one of many factors influencing them. In one study, selected teachers from three districts were chosen for variation in centralization of curriculum policy. Selected findings from this study are presented, including, for example, the response of teachers to a new district textbook, district testing programs, and a district management-by-objectives system. These case studies indicate that external policies, even when weak, do influence teachers' content decisions. In effect, the teachers studied acted as political brokers, arbitrating between their own priorities

and the implied priorities of external policies. (Author/JN)

ED 225 855 SE 040 214

Suydam, Marilyn N. Margand, Mary
Calculators: A Categorized Compilation of References. Supplement 3.

Ohio State Univ., Columbus. Calculator Information Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 83

Contract—400-80-0007

Note—68p.; For related documents, see ED 171 572, ED 199 087, and ED 213 598.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, *Calculators, Educational Research, *Educational Technology, Instructional Materials, Literature Reviews, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Research, *Resource Materials, Teaching Methods

Identifiers—*Mathematics Education Research
Presented is a third supplement to previous lists of references. This document is a compilation collected by the Calculator Information Center between March 1982 and March 1983. Included are references which previously appeared on bulletins distributed by the center, plus articles in newsletters and similar less readily available sources and from non-American sources. Most references are annotated; all include a limited set of descriptors or keywords which denote the focus or contents of the references. At the end of the listing is an index for each descriptor. (MNS)

ED 225 856 SE 040 215

Allen, Rodney F., Ed.

101 Ways to Teach About Exponential Growth and Its Consequences.

Tri-County Teacher Education Center, Sebring, Fla.

Pub Date—83

Note—149p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Conservation Education, Depleted Resources, Elementary Secondary Education, Energy, *Energy Conservation, *Environmental Education, Fuel Consumption, *Geometric Concepts, Interdisciplinary Approach, *Learning Activities, *Mathematical Concepts, Mathematics Education, Population Growth, Science Education

Identifiers—*Energy Education, *Exponential Growth, Florida

Exponential growth is a mega-concept which has many applications. It is fundamental to understanding how and why systems work and fail, be they natural or man-made systems. Lessons/activities in this booklet are designed for Florida teachers to help provide their students with an understanding of the nature and implications of exponential growth. Lessons/activities may be used in such diverse subject areas social science, sciences, home economics, English, and mathematics. The booklet is divided into four parts. Background information for teachers is presented in part one. Activities designed to foster understanding of the nature of exponential growth and to provide opportunities to reflect upon the consequences of exponential growth in the realms of energy and environmental consumption are provided in sections two and four respectively. Objectives and instructional strategies are included for activities/projects in these sections. Part three presents a list of 31 activities designed to help students develop insights into patterns of arithmetic/geometric growth. Most are relatively ambiguous in their assignment format to stimulate students to utilize their personal life experiences to connect to exponential concepts. "Forgotten fundamentals of the energy crisis," a paper by Albert A. Bartlett, is included in an appendix. (Author/JN)

ED 225 857 SE 040 340

Herbert, Martin

Re-evaluation of Second Grade, Revised MANS Tests. Evaluation Report 7-B-4. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 80

Note—45p.; For related documents, see SE 040

181-196 and SE 040 341-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Grade 2, Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, Primary Education, *Program Evaluation, *Quantitative Tests

Identifiers—*Comprehensive School Mathematics Program, Mathematics Applied to Novel Situations Test, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its primary purpose is the development of curriculum materials for kindergarten through grade 6. This study compared CSMP and non-CSMP second-grade students' performance at two sites using a streamlined revision of the Mathematics Applied to Novel Situations (MANS) test. Twelve CSMP and nine non-CSMP classes were tested. Results showed that CSMP classes scored significantly higher at the .05 level on 7 of 13 scales. The best performances by program pupils was on measurements dealing with number relationships, mental arithmetic, and number fluency. There was no difference between CSMP and non-CSMP groups in computation scores. The findings are seen as corroborating more extensive prior testing results, except that two scales showed larger CSMP advantages. It is felt the results are also noteworthy because the simplification of the testing procedures should make them easier for districts to use. (MP)

ED 225 858 SE 040 341

Marshall, Gail Herbert, Martin

Sixth Grade Evaluation, Preliminary Study.

Evaluation Report 8-B-1. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 81

Note—209p.; For related documents, see SE 040

181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Grade 6, Intermediate Grades, *Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, *Quantitative Tests

Identifiers—*Comprehensive School Mathematics Program, Mathematics Applied to Novel Situations Test, *Mathematics Education Research
The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for kindergarten through grade 6. An Extended Pilot Test was scheduled for spring 1982 for several school districts using CSMP through the sixth grade. Several Mathematics Applied to Novel Situations (MANS) scales were developed and tried out in spring 1981, and several scales used with fifth graders were retested with sixth-grade students at the same time. This material was designed to present preliminary evaluation data from two school districts regarding the achievement of CSMP versus non-CSMP sixth graders, and note statistical data from the tryout of scales. Results indicated that CSMP classes continued large advantages in fractions and decimals, elucidation, and number relationships. At the second investigation site, an advantage CSMP pupils had in probability as fifth graders disappeared, but so did a disadvantage they had with estimation scales. (MP)

ED 225 859 SE 040 342

Dougherty, Knowles

Evaluation of Revised Second Grade, MANS Blue Level. Evaluation Report 8-B-2. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 81

Note—30p.; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Grade 2, Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, Primary Education, *Program Evaluation, *Quantitative Tests

Identifiers—*Comprehensive School Mathematics Program, Mathematics Applied to Novel Situations Test, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for kindergarten through grade 6. This document is an extension of "Evaluation Report 7-B-4," which looked at revised Mathematics Applied to Novel Situations (MANS) tests. This material discusses MANS tests that underwent further revisions, viewed as minor and within the original purpose of making the tests easier for local districts to use. It is felt this primary objective was met, while a secondary goal of improving technical qualities of individual scales was only partially realized. These revised tests were used with 20 CSMP and 20 non-CSMP classes. Results of testing were found to not be quite so strongly in favor of the program as in previous evaluations, but on the total scales CSMP classes averaged 10 percent higher, a difference significant at the .05 level. While a difference favoring CSMP was found on each of seven categories, only on the scale for number patterns and relationships was there a statistically significant advantage for CSMP pupils. (MP)

ED 225 860 SE 040 343

Dougherty, Knowles

Evaluation of Revised Third Grade, MANS Green Level. Evaluation Report 8-B-3. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 81

Note—48p.; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Grade 3, Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, Primary Education, *Program Evaluation, *Quantitative Tests

Identifiers—*Comprehensive School Mathematics Program, Mathematics Applied to Novel Situations Test, *Mathematics Education Research
The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for kindergarten through grade 6. This study compared CSMP and non-CSMP students' performance at two sites using a streamlined revision of the Mathematics Applied to Novel Situations (MANS) test, with 10 program and 8 non-program classes examined. On 10 of 15 individual scales, CSMP classes scored significantly higher at the .05 level, and on 5 of those 10 at the .01 level. On the total of the MANS scales, CSMP classes averaged about 19 percent higher, a difference significant at the .01 level. The findings are seen to corroborate the results from more extended testing covered prior to the revisions. Results are also viewed as noteworthy because the simplification of testing procedures makes the evaluation easier for other districts to use and still leaves scales powerful enough to show various cognitive effects of the CSMP curriculum. (MP)

ED 225 861 SE 040 344

Dougherty, Knowles Herbert, Martin

Three Evaluations of Gifted Student Use. Evaluation Report 8-B-4. Extended Pilot Trial of the Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 81

Note—54p.; For related documents, see SE 040 181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academically Gifted, Educational Research, Elementary Education, *Elementary School Mathematics, Evaluation, Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, Testing

Identifiers—*Comprehensive School Mathematics Program, Mathematics Applied to Novel Situations Test, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for kindergarten through grade 6. CSMP was developed as a curriculum for ordinary classroom use, but several school districts have begun to use the materials for elementary school students identified as well above average in ability. Three sites during the 1980-1981 school year carried out some kind of testing program to evaluate student outcomes, and these are the subject of this document. All the sites are located in large towns within 40 miles of relatively large cities in the Midwest. The Mathematics Applied to Novel Situations (MANS) test was used in administration. Results indicated a very strong CSMP advantage in probability, a strong advantage in estimation and other number systems, and a relatively weak advantage in computation, number patterns and relationships, and word problems. (MP)

ED 225 862 SE 040 345

Herbert, Martin Marshall, Gail

Preliminary Study of CSMP "Graduates." Evaluation Report 8-C-1. Extended Pilot Trial of the Comprehensive School Mathematics Program. CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 81

Note—21p.; For related documents, see SE 040

181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Educational Research, Elementary Education, *Elementary School Mathematics, *Grade 7, *Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, *Teacher Attitudes, Testing

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for kindergarten through grade 6. One of the most important questions in the evaluation of CSMP is whether the transition to junior high school mathematics is made easier or more difficult because of pupil experience with the program. This study is a preliminary investigation, a comparison of seventh-grade mathematics teachers' ratings of former CSMP versus non-CSMP students' performance in class. The summary notes the data are far from definitive, but former CSMP students seem to be doing at least as well in seventh-grade classes as students from standard programs. Three sites were examined where comparison between non-CSMP and CSMP pupils was possible. At two of these sites, former CSMP pupils received higher teacher ratings for participation in class, motivation, creativity and problem solving, and practical applications. There were no differences between the two groups at a third site. (MP)

ED 225 863 SE 040 346

Herbert, Martin Dougherty, Knowles

Summary of Student Achievement Data, Draft Report. Evaluation Report 9-A-1. Extended Pilot Trial of the Comprehensive School Mathematics Program. CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82

Note—64p.; For related documents, see SE 040

181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Research, Elementary Education, *Elementary School Mathematics, *Mathematics Achievement, *Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, Testing

riculum, Mathematics Instruction, *Program Evaluation, *Testing

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for kindergarten through grade 6. The original purpose of this draft report was to present a comprehensive summary of the mathematics achievement of CSMP students in intensive field trials of the curriculum. However, as the sponsor has discontinued funding, this report is likely to be the only one. Therefore, there is a focus on the main results of the CSMP evaluation, with many secondary issues attended to only in a cursory manner, if at all. Further, there is a considerable amount of data that relates to issues in mathematics education generally which are not presented. Readers are encouraged to scan the table of contents for an idea of what was originally intended, but could not be included. (MP)

ED 225 864 SE 040 347

Marshall, Gail Herbert, Martin

Summary of Implementation Data. Draft Report.

Evaluation Report 9-A-2. Extended Pilot Trial of the Comprehensive School Mathematics Program. CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82

Note—87p.; For related documents, see SE 040

181-196 and SE 040 340-348.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Curriculum Development, Educational Research, Elementary Education, *Elementary School Mathematics, Evaluation Methods, *Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, *Program Implementation, *Testing

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for kindergarten through grade 6. This document has several goals. The main ones are to summarize CSMP's implementation and to describe the impact of that implementation on adopting school districts. Data on the adoption histories of all sites which used CSMP are presented, the contributions of participants are examined, and the impact of the program is revealed. The material discusses many of the key features of CSMP implementation but at an unfortunately superficial level of detail and generality. The highlights of CSMP history are also provided, primarily with a view towards those who may want to consider adopting the program. The document concludes by noting a generally positive view towards CSMP by teachers in the program, and refers to the current emphasis on mathematics at the national level. Program users are viewed to be in the unique position of currently implementing a curriculum whose time may finally have come. (MP)

ED 225 865 SE 040 348

Marshall, Gail Herbert, Martin

Sixth Grade Evaluation: Teacher Questionnaires.

Evaluation Report 9-C-1. Extended Pilot Trial of the Comprehensive School Mathematics Program. CEMREL, Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82

Note—36p.; For related documents, see SE 040

181-196 and SE 040 340-347.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, *Elementary School Teachers, *Grade 6, Intermediate Grades, Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, *Teacher Attitudes

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

The Comprehensive School Mathematics Program (CSMP) is a program of CEMREL, Inc., one

of the national educational laboratories, and was funded by the National Institute of Education (NIE). Its major purpose is the development of curriculum materials for kindergarten through grade 6. This document describes non-test data collected from classes tested in spring 1982. Information regarding program implementation, teacher experiences and training, and teacher attitudes is presented. Questions on surveys were responded to and returned by 22 CSMP teachers and 26 non-CSMP teachers. It was found that both groups supplemented instruction, but with differences in what was supplemented. More CSMP instructors included basic operations or computation exercises, using whole numbers, fractions, decimals, geometry, metrics, and percent. Non-CSMP teachers supplemented over a broader array of topics, including "enrichment" material. Analysis also indicated that CSMP teachers tended to follow lesson plans in great detail, view the lessons as challenging for most pupils, view mathematics class as having a more enjoyable atmosphere, view instruction as creative activity-oriented, and regard mathematics as one of the easier subjects to teach. (MP)

ED 225 866 SE 040 357

Suydam, Marilyn N. And Others

References to Calculator Uses in Education. Reference Bulletins Nos. 29 and 30.

Ohio State Univ., Columbus. Calculator Information Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-80-0007

Note—7p.; For related documents, see ED 167 426,

ED 206 452

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Calculators, Educational Research, Elementary Secondary Education, Higher Education, Instruction, Literature Reviews, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Postsecondary Education, *Reference Materials

Identifiers—*Mathematics Education Research

These two bulletins list references on the uses of calculators in education. They were published in April and October 1982 to provide teachers and other interested persons with sources of information about calculator activities and research findings. Sections list references on activities for students, K-12; research reports, K-12; miscellaneous, K-12; and references at the college and other post-secondary levels. Most references are annotated. (MNS)

ED 225 867 SE 040 358

Szetela, Walter

Using Calculators: What Are the Best Published Materials? (Grades 2-9). Information Bulletin No. 12.

Ohio State Univ., Columbus. Calculator Information Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 82

Contract—400-80-0007

Note—9p.; For related documents, see ED 171 574; ED 206 453, SE 040 359

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Calculators, Educational Technology, *Elementary School Mathematics, Elementary Secondary Education, *Instructional Materials, Learning Activities, *Mathematics Instruction

This Information Bulletin reviews nine books or kits providing useful activities for using calculators in grades 2-9, plus several articles providing constructive suggestions. The materials were selected on the basis of five criteria: ease of integration within the present curriculum, power to sustain interest, degree of attention to essential skills, coherence and organization, and potential to increase the amount and level of mathematics learning. (MNS)

ED 225 868 SE 040 359

Suydam, Marilyn N., Ed.
Motivational Activities for Low (and Higher) Achievers. [and] Solve It with a Calculator. Information Bulletins Nos. 13 and 14. Ohio State Univ., Columbus. Calculator Information Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-80-0007

Note—19p.; For related documents, see ED 171 574, ED 206 453, SE 040 358

Available from—Information Reference Center, 1200 Chambers Rd., Columbus, OH 43212 (\$1.00 ea.).

Pub Type—Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Calculators, Elementary School Mathematics, Elementary Secondary Education, *Instructional Materials, Learning Activities, Low Achievement, *Mathematics Education, *Mathematics Instruction, *Problem Solving, *Resource Materials, *Secondary School Mathematics

These two bulletins were developed for the Calculator Information Center. "Motivating Activities for Low (and Higher) Achievers," prepared by Don Miller, presents activities that suggest ways in which a calculator can be used to help reinforce or develop certain mathematical ideas. Included are sections with activities for numeration, mental computation, number patterns, estimation, and problem solving. "Solve It with a Calculator," prepared by Earl Ockenga and Joan Ducea, focuses on experiences for using the calculator to develop skill in solving problems. The problems have been selected to appeal to various ages and abilities. Students may use such strategies as make a guess and check, choose the operation, or look for the pattern. (MNS)

ED 225 869 SE 040 360

Federal Funds for Research and Development: Fiscal Years 1980, 1981, and 1982, Volume XXX. Final Report. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-82-321

Pub Date—Apr 82

Note—54p.; Document contains some marginal legibility. For related documents see ED 199 098 and ED 222 392.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Budgets, College Science, Computer Science, Development, *Engineering, *Federal Aid, Federal Programs, Financial Support, *Geographic Distribution, Higher Education, Mathematics, Research, Research and Development Centers, *Sciences, Scientific Research, Technology

Identifiers—*Department of Defense, National Science Foundation, *Research and Development This report is the 30th in a series that covers research and development (R&D) as shown in successive Presidential budgets. The Federal budget for 1982 was unusual in the extent to which it was subjected to change, reflecting the new administration's philosophy to reduce Federal spending. R&D funding data reflect the first series of 1981 and 1982 program reductions made by the new administration. Further reductions were proposed later in the budget cycle; these changes are shown by agency and discussed in the text of the report. The analysis also provides data on R&D program changes, 1981 to 1982, as indicated in the 1983 budget. The report is divided into four sections: (1) the 1982 budget; (2) Federal R&D funding by budget function; (3) the Department of Defense (DOD) share in Federal R&D funding; and (4) geographic distribution of funds, 1980. A feature of this report (section 3) is a special analysis of R&D funding trends for the DOD. The analysis extends back to the late fifties, but places particular emphasis on programs of the seventies and the strong defense buildup in the 1980-82 period. Impacts of the recent upsurge in defense R&D support are discussed in broad terms. (Author/JN)

ED 225 870 SE 040 362

Federal Funds for Research and Development: Fiscal Years 1981, 1982, and 1983. Volume XXXI. Detailed Statistical Tables. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-82-326

Pub Date—82

Note—193p.; Some of the statistical tables are of marginal legibility.

Available from—Superintendent of Documents, Government Printing Office, Washington, DC 20402 (Stock No. 038-000-0520-1, \$7.00).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Colleges, Computer Science, Costs, Development, *Engineering, *Federal Aid, *Federal Programs, *Financial Support, Foreign Countries, *Geographic Distribution, Higher Education, *Mathematics, Research, Research and Development Centers, *Sciences, Scientific Research, Technology, Universities

Identifiers—National Science Foundation, *Research and Development

Detailed statistical tables on federal funds for research and development (R&D) activities are provided in this document. Tables are organized into the following sections: research, development, and R&D plant; R&D—agency, character of work, and performer; total research—agency, performer, and field of science; basic research—agency, performer, and field of science; development—agency and performer; R&D plant; total, basic and applied research performed at colleges and universities—agency and field of science; foreign performers in R&D; foreign performers—basic research; special foreign currency program; geographic distribution—R&D and R&D plant; Federal intramural personnel costs; and historical data (outlays and obligations). In the tables, data for 1981 are considered to be accurate since they represent virtually completed transactions. Data for 1982 and 1983 are estimated since they do not represent final actions. The timing of the Federal Funds survey coincided with the third quarter FY 1982; therefore, the amounts reported for 1982 reflect congressional appropriation actions as of that period, as well as apportionment and reprogramming decisions as of that time. Data for 1982 represent administration budget proposals that had not been acted on. (Author/JN)

ED 225 871 SE 040 364

Engineering and Computer Science Education in California Public Higher Education. Commission Report 82-33.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Sep 82

Note—120p.; Some tables may be marginally legible.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Faculty, *College Programs, College School Cooperation, Computer Science, *Computer Science Education, Degrees (Academic), Educational Policy, Engineering, *Engineering Education, *Enrollment, *Faculty Recruitment, *Financial Support, Higher Education, Laboratory Equipment, School Business Relationship, Science Education, Teacher Shortage

Identifiers—*California
A ten-part questionnaire was administered to deans and directors of all engineering programs of the University of California, California State University, University of the Pacific, and Loyola Marymount University. This seven-part report is based on responses obtained by the questionnaires. The first part describes differing opinions about shortages or surpluses of supply of engineers, computer scientists, and other technologically skilled workers. The second identifies engineering and computer science programs in California colleges/universities, reports their enrollments, and discusses major problems regarding enrollments. The third describes the shortage of engineering and computer science faculty nationally and in California, with particular emphasis on the California State University and the University of California. The fourth identifies pressing problems of equipment and facilities, including not merely deferred maintenance and replacements but also the lack of technologically advanced equipment already used in industry. The fifth points to sources of inadequate preparation of students, both nationally and in California. The

sixth notes incentives that industry are providing universities and that states are providing to their public universities to develop technological expertise. And the seventh summarizes the report by pointing to the educational and financial implications of issues discussed in previous sections for educational policy makers in California. (Author/JN)

ED 225 872 SE 040 365

British Columbia Science Assessment 1982. Assessment Update.

British Columbia Dept. of Education, Victoria.

Pub Date—Nov 82

Note—7p.; For related documents, see ED 190 598, SE 040 366-367.

Available from—Learning Assessment Branch, Ministry of Education, 7451 Elmbridge Way, Richmond, British Columbia V6X1B8.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Students, *Educational Assessment, Elementary School Science, Elementary Secondary Education, Foreign Countries, *Science Education, Science Instruction, *Science Programs, Secondary School Science, Sex Differences, *Student Attitudes, Teacher Attitudes, Teacher Characteristics, *Teacher Education

Identifiers—*British Columbia

The 1982 British Columbia Science Assessment was designed to gather information from the professional literature, review panels, interpretation panels, teachers, and students enrolled in grades 4, 8, and 12 (and a sample from grade 10). This pamphlet provides brief answers to nine questions related to the assessment. These questions focus on: (1) why the assessment was conducted; (2) who was involved; (3) how well student performance met provincial expectations in 1982; (4) a comparison of 1982 with 1978 results; (5) student attitudes toward science; (6) major findings; (7) major recommendations; and (8) uses of assessment data and results. Detailed achievement results, teacher questionnaire results, conclusions and recommendations are provided in a separate General Report. Highlights of the assessment, summary tables of important results, and conclusions and recommendations are provided in separate Summary Report. (Author/JN)

ED 225 873 SE 040 366

Taylor, Hugh, Ed.
British Columbia Science Assessment 1982. Summary Report.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7719-9081-2

Pub Date—Sep 82

Note—64p.; For related documents, see ED 190 598, SE 040 365-367.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Students, *Educational Assessment, Elementary School Science, Elementary Secondary Education, *Science Education, Science Interests, *Science Programs, Science Teachers, Secondary School Science, Sex Differences, *Student Attitudes, Student Characteristics, Teacher Attitudes, Teacher Characteristics, *Teacher Education

Identifiers—*Canada

This summary report is a condensation of the British Columbia Science Assessment 1982, General Report, summarizing and highlighting data and recommendations relative to the status of elementary and secondary science education in British Columbia schools. The report is divided into four major sections: (1) purposes and organization of the assessment; (2) attitudes and achievement of science students; (3) backgrounds and opinions of science teachers; and (4) recommendations. Achievement and attitudes of over 80,000 students were assessed at grades 4, 8, and 12, and included a sample of approximately 2,000 grade 10 students. In general, attitudes of students toward various aspects of science were quite positive. However, achievement, as judged by informed members of various panels, was rated low. Achievement measured including science processes, knowledge (recall and understanding), and higher level thinking. Sex-related and language background differences are also considered. Approximately 2,000 elementary and secondary science teachers responded to questionnaires (modified by a 1978 survey). Findings summarized focus on teacher characteristics, science background, science curriculum/programs, pre-/in-service teacher education, classroom activities, and

impact of the 1978 survey on science education. Eleven major recommendations are provided in the final section, with pre-/in-service teacher education singled out for special consideration and priority recommendations. (Author/JN)

ED 225 874 SE 040 367

Taylor, Hugh, Ed.

British Columbia Science Assessment 1982. General Report.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7719-9064-2

Pub Date—Sep 82

Note—456p.; For related documents, see ED 190 598, SE 040 365-367.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Students, *Educational Assessment, Elementary School Science, Elementary Secondary Education, Questionnaires, *Science Education, Science Interests, *Science Programs, Science Teachers, Secondary School Science, Sex Differences, *Student Attitudes, Student Characteristics, Teacher Attitudes, Teacher Characteristics, *Teacher Education

Identifiers—*British Columbia

During the spring of 1982, over 80,000 students and nearly 2,000 teachers in British Columbia participated in the 1982 Science Assessment, contributing toward understanding of the status and progress of science education in the elementary and secondary schools of the province. The assessment was the second in science, the first occurring in 1978. This general report is divided into eight sections. Following an introduction (chapter 1), the development, piloting, and selection of items for the final achievement and attitude/opinion measures used in the assessment are discussed in chapter 2. Chapters 3-5 contain interpretations of the grade 4, grade 8, and grade 10-12 results, focusing on: (1) student characteristics; (2) achievement in science processes, knowledge (recall and understanding), and higher level thinking; (3) overall achievement results; (4) comparisons with other grade levels and 1978 survey; (5) achievement of specific sub-groups (including sex and language background); and (6) science interests/attitudes. Chapters 6 and 7 discuss development of elementary/secondary science teacher questionnaires, results, interpretations, and comparisons. Areas addressed include teacher characteristics, training, instruction, materials/equipment, and science programs. The final chapter presents recommendations and conclusions based on total assessment results. Appendices include copies of survey instruments and the provincial results of all questions. (Author/JN)

ED 225 875 SE 040 368

Science and Mathematics in the Schools: Report of a Convocation.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Pub Date—May 82

Note—64p.

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *College School Cooperation, *Educational Improvement, *Educational Quality, Elementary Secondary Education, Government Role, Higher Education, *Instructional Improvement, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, School Business Relationship, Science Curriculum, *Science Education, Science Instruction, Teacher Improvement

In May 1982 the National Academies of Sciences and Engineering held a national convocation to consider the state of precollege education in mathematics and science in the United States. More than 40 speakers presented their views on how to reverse the current decline in science and mathematics education. The President, members of Congress, and heads of federal agencies gave their views on the role of the federal government. Executive officers from business and labor discussed the contributions that the private sector can make. Representatives of state and local governments and of school systems gave examples of initiatives already taken at the state and local levels. Administrators and teachers in higher and lower education discussed the critical relationships between universities, community colleges, and elementary and secondary schools. Scientists and science educators provided examples and

suggestions for innovations in the content of courses and methods of teaching. Summaries of these presentations are provided in three sections focusing on: (1) the nature of the problem; (2) possible solutions; and (3) who should be responsible for making changes. Examples of current/proposed activities described include proposals by states for increasing school science/mathematics requirements and mechanisms to make teaching jobs more attractive. (Author/JN)

ED 225 876 SE 040 378

Meier, Paulette, McPherson, Beth

Growing Up in a Nuclear World: A Resource Guide for Elementary School Teachers. Teaching Nuclear Issues.

Nuclear Information and Resource Service, Washington, DC.

Pub Date—83

Note—31p.; For related document, see SE 040 379.

Available from—Nuclear Information and Resource Service, 1346 Connecticut Ave., NW, 4th Floor, Washington, DC 20036 (\$5.00 plus \$.85 postage, 10 or more: \$4.50 ea., 25 or more: \$3.50 ea., plus 5% postage for bulk orders).

Pub Type—Reference Materials (130) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Audiovisual Aids, Curriculum Guides, *Disarmament, Elementary Education, Energy, Environmental Education, Instructional Materials, Junior High Schools, *Nuclear Energy, *Nuclear Warfare, Organizations (Groups), *Peace, Power Technology, Reading Materials, *Resource Materials

Identifiers—*Energy Education

Provided in this guide are annotated lists of teacher and student resources for teaching and learning about nuclear issues in the elementary/junior high school (grades K-8). Resources are grouped into five major sections. The first section (background reading for teachers) contains books and articles focusing on nuclear issues (nuclear war; arms race/disarmament; nuclear weapons and policy making; nuclear weapons/power link; nuclear power; health and environmental impacts; and safe energy alternatives) and approaches to teaching about nuclear issues (addressing developmental/psychological considerations about peace education; values education; and recognizing propaganda). The second section lists classroom materials on nuclear issues: (1) curriculum guides, teaching units, plays, and teacher resources on peace education and (2) student/teacher materials on safe energy versus nuclear power, including teaching units, curriculum guides, simulation exercises, texts, plays, coloring books, and catalogs. Fiction and non-fiction books for children to read on their own are presented in the third section, grouped by K-3, 4-6, and 7-8 grade levels. A list of peace groups and safe energy organizations is provided in the fourth section. The last section lists over 100 slide shows, films, and audio tapes which provide a broad choice of resources on nuclear weapons/war, nuclear energy/weapons, and alternative energy. (JN)

ED 225 877 SE 040 379

Meier, Paulette, McPherson, Beth

Nuclear Dangers: A Resource Guide for Secondary School Teachers. Teaching Nuclear Issues.

Nuclear Information and Resource Service, Washington, DC.

Pub Date—83

Note—33p.; For related document, see SE 040 378.

Available from—Nuclear Information and Resource Service, 1346 Connecticut Ave., NW, 4th Floor, Washington, DC 20036 (\$5.00 plus \$.85 postage, 10 or more: \$4.50 ea., 25 or more: \$3.50 ea., plus 5% postage for bulk orders).

Pub Type—Reference Materials (130) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Audiovisual Aids, Curriculum Guides, *Disarmament, Energy, Environmental Education, Instructional Materials, *Nuclear Energy, *Nuclear Warfare, Organizations (Groups), *Peace, Power Technology, Reading Materials, *Resource Materials, Secondary Education

Identifiers—*Energy Education

Provided in this guide are annotated lists of teacher and student resources for teaching and learning about nuclear issues in the secondary school. Resources are grouped into five major sec-

tions. The first section (background reading for teachers) contains books and articles focusing on nuclear issues (nuclear war; arms race/disarmament; nuclear weapons and policy making; nuclear weapons/power link; nuclear power; health and environmental impacts; and safe energy alternatives) and approaches to teaching about nuclear issues (addressing developmental/psychological considerations about peace education; values education; and recognizing propaganda). The second section lists classroom materials on nuclear issues: (1) curriculum guides, teaching units, plays, and teacher resources on war and peace and (2) student/teacher materials on safe energy v nuclear power, including teaching units, curriculum guides, simulation exercises, texts, plays, solar energy projects and catalogs. Fiction and non-fiction books for students to read on their own are presented in the third section. A list of peace groups and safe energy organizations is provided in the fourth section. The last section lists over 100 slide shows, films, and audio tapes which provide a broad choice of resources on nuclear weapons/war, nuclear energy/weapons, and alternative energy. (JN)

ED 225 878 SE 040 700

Lord, John, Ed.

Energy 83. Revised and Expanded.

Enterprise for Education, Santa Monica, CA.

Pub Date—82

Note—53p.; For related documents, see ED 224 685 and SE 040 701-704.

Available from—Enterprise for Education, 1320A Santa Monica Mall, Suite 205, Santa Monica, CA 90401 (\$1.25).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Coal, Economics, Elementary School Science, Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, *Fuels, Junior High Schools, Natural Resources, Nuclear Energy, *Power Technology, *Secondary School Science, *Social Studies, Solar Radiation, Utilities

Identifiers—*Energy Education

Energy 80 is an energy education program for middle/junior high school students. This document is a booklet of energy topics designed for student use in the program. Topics considered in this booklet include: forms of energy; energy roles; solar energy; food energy; fossil fuels; coal; oil and gas production and consumption; nuclear fission; renewable energy sources; history of United States energy; energy production and consumption (in flowchart format); investing in energy; buying energy abroad; saving energy at home; climate and comfort; energy conservation techniques; insulation; home energy heating sources; energy and happiness; and energy conservation in business and industry. Colorful drawings are provided to illustrate the energy topics and concepts discussed in each section. Several review sections and a list of questions to answer at the beginning of the booklet are also included. Although designed for junior/middle school students in science and social studies classes, the booklet and other materials in the program can be used in high school classes and in upper elementary grades. (JN)

ED 225 879 SE 040 701

Wilson, George

Teacher's Guide to the Energy 83 Student Booklet.

Enterprise for Education, Santa Monica, CA.

Pub Date—82

Note—138p.; For related documents, see ED 224 696, and SE 040 700-704.

Available from—Enterprise for Education, 1320A Santa Monica Mall, Suite 205, Santa Monica, CA 90401.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Coal, Economics, Elementary School Science, Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, *Fuels, Junior High Schools, Nuclear Energy, *Power Technology, *Secondary School Science, *Social Studies, Solar Radiation, Teaching Methods, Utilities

Identifiers—*Energy Education

The Energy 80 program is designed to enhance students understanding of energy, either through supplements to traditional courses, such as mathematics, science, social studies, or homemaking, or by developing a mini-course or interdisciplinary course in energy. Although written for junior high

school students, many of the activities may be used in high school and upper elementary grades. This guide makes use of two parts of the program, the student booklet, "Energy 83," and the three-volume resource book, "Teaching About Energy." The guide is organized according to the sequence of topics presented in the student booklet. These topics include: energy fundamentals; energy flows in nature; energy from nuclear fission; renewable energy sources; energy in the United States; economics and decision-making; and conservation. Provided for each activity associated with these topics is a picture of and reference to the appropriate pages in this student's edition of "Energy 83," materials needed from the resource book, objectives, instructional strategies, major ideas to be developed, and suggested reinforcing and extension activities. Each activity also includes a mini-quiz and set of true-false questions (with answers), background information to help teachers better understand the subject before teaching it, and a list of teacher references and resources. (Author/JN)

ED 225 880 SE 040 702

Teaching About Energy. Vol. 1. Introduction to the Energy 80 Program.

Enterprise for Education, Santa Monica, CA.

Pub Date—82

Note—44p.; For related documents, see SE 040 700-704.

Available from—Enterprise for Education, 1320A

Santa Monica Mall, Suite 205, Santa Monica, CA 90401.

Pub Type—Reports - Descriptive (141) — Guides

— Classroom - Teacher (052) — Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, Classroom Techniques, Educational Objectives, Elementary School Science, Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, Interdisciplinary Approach, Junior High Schools, Mathematics Skills, *Program Descriptions, *Secondary School Science, *Skill Development, *Social Studies

Identifiers—*Energy Education

This document is the first of a three-volume

teacher resource book for use with the Energy 80

energy education program. The program is designed

to enhance students' understanding of energy, either

through supplements to traditional courses, such as

mathematics, science, social studies, or homemaking,

or by developing a mini-course or interdisciplinary

course in energy. Although written for middle/junior high school students, many of the

activities are useful for high school and upper elementary

grades. This volume provides information on creating an energy

program and characteristics and goals of the Energy 80

program. Additional information provided includes suggestions for

involving parents in the program, managing student

investigations, reproducing black-line masters, and how

energy education develops such basic skills as reading,

writing, graphing, and various mathematical skills. An

index and glossary to volumes 2 and 3 of this resource

book and to "Energy 83" (the student booklet) is included. (JN)

ED 225 881 SE 040 703

Teaching About Energy. Vol. 2. Units 1 and 2 of the Energy 80 Resource Book.

Enterprise for Education, Santa Monica, CA.

Pub Date—82

Note—287p.; For related documents, see SE 040 700-704.

Available from—Enterprise for Education, 1320A

Santa Monica Mall, Suite 205, Santa Monica, CA 90401.

Pub Type—Guides - Classroom - Teacher (052) —

Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Ecology, Elementary School Science, Elementary Secondary Education, *Energy, Environmental Education, Junior High Schools, Mathematics Education, *Measurement, *Power Technology, *Science Activities, *Secondary School Science, Social Studies, Thermodynamics, Utilities

Identifiers—*Energy Education

This document is the second of a three-volume

teacher resource book for use with the Energy 80

energy education program. The program is designed

to enhance students' understanding of energy, either

through supplements to traditional courses,

such as mathematics, science, social studies, or homemaking, or by developing a mini-course or interdisciplinary course in energy. Although written for middle/junior high school students, many of the activities are useful for high school and upper elementary grades. Included are 27 activity sheets, 33 worksheets, 1 reading, and 7 overhead transparency masters for use with units on energy fundamentals (energy flows; measuring energy; energy efficiency) and energy flows in nature (wind/water cycles; photosynthesis; respiration; food chains/webs; energy in the U.S. food system; and origin of fossil fuels as food energy). General objectives for each unit, lesson plans related to each topic/activity, instructional strategies, and background information for teachers are also included. (JN)

ED 225 882 SE 040 704

Teaching About Energy. Vol. 3. Units 3 through 8 of the Energy 80 Resource Book.

Enterprise for Education, Santa Monica, CA.

Pub Date—82

Note—343p.; For related documents, see SE 040 700-703.

Available from—Enterprise for Education, 1320A

Santa Monica Mall, Suite 205, Santa Monica, CA 90401.

Pub Type—Guides - Classroom - Teacher (052) —

Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Economics, Elementary School Science, Elementary Secondary Education, *Energy, Energy Conservation, Environmental Education, *Fuels, Junior High Schools, Learning Activities, Mathematics Education, Natural Resources, Nuclear Energy, Power Technology, Science Activities, *Secondary School Science, *Social Studies, *Solar Radiation

Identifiers—*Energy Education

This document is the third of a three-volume

teacher resource book for use with the Energy 80

energy education program. The program is designed

to enhance students' understanding of energy, either

through supplements to traditional courses, such as

mathematics, science, social studies, or homemaking,

or by developing a mini-course or interdisciplinary

course in energy. Although written for middle/junior high school students, many of the

activities are useful for high school and upper elementary

grades. Included are 15 activity sheets, 14 worksheets, 32 readings and 18 overhead transparency

masters for use with units on: (1) the history and technology of fossil fuels; (2) energy from nuclear

fission; (3) renewable energy sources; (4) energy in the United States; (5) economics and

decision-making; and (6) energy conservation. Also included with each unit is an overview and lesson

plans for each activity/topic. Provided with lesson plans, are objectives, lesson format, materials

needed, background information, and instructional strategies. (JN)

SO

ED 225 883 SO 013 897

Marshall, O. W. Tomcala, Mary Jane

Effects of Different Genres of Music on Stress Levels.

Pub Date—Aug 81

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).

Pub Type—Reports - Research (143) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Science Research, *Biofeedback, *Music Therapy, Psychological Studies, *Relaxation Training

The response of patients with stress problems to

one of five music genres during biofeedback training

is measured. Fifty male and female patients between

the ages of 15 and 25 who were receiving psychotherapy,

self-help counseling, and physical fitness training as well as

biofeedback training comprised the sample. Using a

Biofeedback Systems Electromyographic Feedback System

Model PE-100, subjects listened to tapes on biofeedback, the

principles of stress reduction, and progressive relaxation.

Then they were randomly assigned to listen to one of

five musical treatments: rock, jazz, minimalism (emphasis on

repetition of a motif or group of

motifs), classical, or silence (in which the only sound was that of the biofeedback tone). The music tapes were presented only once. Results indicate no difference in stress reduction among the various types of music. The authors are currently engaged in a second study in which all subjects will receive all five treatments. (KC)

ED 225 884 SO 014 271

Peters, Leslie K. Laverty, Grace E.

Evaluation of the Impact of the 1980-81 Justice Education Teaching Strategies (JETS) Program.

Pennsylvania State Dept. of Education, Harrisburg.

Bureau of Planning, Research, Evaluation and Dissemination.

Pub Date—Dec 81

Note—43p.; For related documents, see ED 199 155-161.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Attitude Change, Attitude Measures, *Citizenship Education, Elementary Education, *Justice, *Legal Education, Parent Attitudes, *Program Effectiveness, Program Evaluation, Social Studies, Student Attitudes, Teacher Attitudes

Identifiers—*Justice Education Teaching Strategies Program

Evaluation of the elementary school Justice Education Teaching Strategies (JETS) focuses on the

effectiveness of the program in its first year in the Pennsylvania schools. The program emphasizes

crime prevention, students' responsibility, student protection, and safety. Data were obtained from 157

responses to an implementation survey; 242 questionnaires completed by teachers; 83 interviews

with teachers, parents, and administrators; and pre/post assessments of students' attitudes and cognitive

development. Participants in the study stated that they believed the program had been very useful.

Most teachers reported that the program format was clear; that the lessons encouraged student discussion,

could easily be incorporated into the existing curriculum, and were relevant; and that students

had benefited from the program. Over 70 percent of the parents indicated that JETS had helped their

children examine attitudes and values. Over half of the administrators planned to expand the

implementation effort to include additional classrooms and/or grade levels. Changes in student attitudes

and knowledge were difficult to assess since many of the schools began the program too late to allow

completion. Appendices provide the JETS implementation questionnaire, assessment of justice

education teaching strategies, teacher questionnaire, and interview guides for teachers, administrators,

and parents. (Author/KC)

ED 225 885 SO 014 433

An Annotated Bibliography for the Development and Operation of Historic Sites.

American Association of Museums, Washington, D.C.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Jun 82

Note—49p.; Prepared by the Historic Sites Committee.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), Annotated Bibliographies, Financial Support, *History, Legislation, *Museums, Organizations (Groups), Preservation, *Program Development, *Program Implementation, *Site Development, Standards

Identifiers—*Historical Landmarks

Over 340 books, articles, manuals, newsletters, and other publications concerning the development

and operation of historic sites are listed. Most cited materials were published since 1972 and are arranged under four major categories: site develop-

ment and planning, documentation and preservation of structures and objects, interpretation

of historic sites to visitors, and visitor and support services. Other citations are listed under the

headings of professional standards and practice, management and financial planning, and other bibliographies. Under each heading, materials are listed

alphabetically by author or name of organization. A section on organizations is also included which

contains information on addresses, purposes, and types of publications. A final section outlines legislation

affecting historic sites and other museums. Legislation is listed alphabetically by short title and refer-

ences to the document in which the law is found are included. (KC)

ED 225 886 SO 014 441

Liebman, Robert C.
Mobilizing the Moral Majority.
Pub Date—Apr 82
Note—23p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 1982). Financial support provided by the Princeton University, Dept. of Sociology.

Pub Type—Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Organizational Effectiveness, Political Influences, *Political Power, *Religious Organizations, Social Networks, *Success
Identifiers—Mobilization, *Moral Majority, Social Movements

The Moral Majority has been more successful in mobilizing conservative Christians than three other evangelical groups—Third Century Publishers, Christian Voice, and the Religious Roundtable. According to the literature on social movements, four possible explanations for the success of such groups are that they have access to financial resources, can maintain an extensive network of communications between organizers and constituents, can draw upon the expertise and skills of social movement entrepreneurs, and can mobilize during a period in time in which there is a favorable conjunction of issues. None of these factors proves wholly satisfactory in accounting for differences among the four organizations in their mobilization of supporters. The Moral Majority was more successful because its leadership provided it with access to pre-existing networks which were unavailable to other Christian groups. For example, Jerry Falwell's "Old Time Gospel Hour" provided a communications link via television to a large national audience. The Moral Majority's genius lay in linking with a national network of conservative clergymen and in championing issues of major concern to this group. While taking advantage of these pre-existing associations, the Moral Majority did have to accommodate their previously organized constituencies. (RM)

ED 225 887 SO 014 444

Schneider, Donald O.
Henry Johnson: A Scholar-Educator in Historical Retrospect.

Pub Date—25 Nov 82
Note—24p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (November 25, 1982).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biographies, *Educational History, *Educational Philosophy, Educational Psychology, Elementary Secondary Education, Foundations of Education, *History Instruction, Social Studies

Identifiers—Dewey (John), *Johnson (Henry), National Council for the Social Studies

As a teacher of history in the early 20th century, Henry Johnson believed in the importance of making history meaningful to students. He hoped that it would teach critical inquiry skills which could be used throughout life. He also emphasized the developmental aspect of history to explain how the present grew out of the past. Johnson studied the views of his contemporaries in education and agreed with many of John Dewey's approaches. He disagreed, however, with those who advocated a type of functional history centered around interests of students and society. He felt that knowledge of history, gained through inquiry and interpretation, was more important than the study of social problems. In 1921, Johnson helped form the National Council for the Social Studies (NCSS). Since he was one of the founders of NCSS, it is not unreasonable to speculate on what his reactions would be to the current position about the purpose of social studies as stated in the NCSS Curriculum Guidelines. Johnson would have agreed with the emphasis on using a broad range of resources; he would have disagreed with the attention given to social problems and the lack of attention given to the study of history. (BY)

ED 225 888 SO 014 450

DiMaggio, Paul And Others
The American Arts Audience: Its Study and Its Character.

Center for the Study of Public Policy, Cambridge, Mass.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—Nov 77

Note—237p.; Some pages may be marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Arts Centers, *Audiences, Educational Background, Employment Level, Experimenter Characteristics, *Fine Arts, Income, *Participant Characteristics, Researchers, *Research Methodology, *Research Utilization, Sex, Social Science Research, Theater Arts, Use Studies, Visual Arts

Characteristics of the arts public, the quality and impact of arts audience research, and factors affecting research utilization are reported. Data were obtained from research literature searches and from over 600 questionnaire responses from museums, performing arts institutions, arts councils, and other organizations; directors of 86 recent audience studies; and interviews with directors and users of 25 audience studies. Findings concerning the nature of the arts public were that median educational attainment of arts audiences was very high. Also, professionals constituted 56 percent of employed persons in the average audience, median incomes were \$19,000, and minorities were underrepresented. In regard to determinants of the quality of research methodology and its utility to managers, both level of funding and profession of investigator were related to high quality research. Experienced in-house researchers produced more useful research than outsiders or inexperienced in-house investigators. Pertaining to the impact of organizational factors on research usefulness, audience studies had powerful effects when their findings confirmed the theories of arts managers, when an influential person within the institution actively sought implementation, and when researchers were involved in staff deliberations. (KC)

ED 225 889 SO 014 451

Schwarz, Samuel Greenfield, Harry I.
An Econometric Model of the Performing Arts.

Center for Policy Research, New York, N.Y.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—Jun 77

Contract—NEA-C-164

Note—151p.; Not available in paper copy due to marginal legibility of original document. Some figures and tables may not reproduce clearly in microfiche.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cost Effectiveness, *Economic Research, Models, Musicians, *Orchestras, Research Methodology, *Theater Arts, Theories, Trend Analysis

Identifiers—*Econometrics, Ford Foundation

An effort was made to construct and apply an econometric model to explain selected trends and characteristics of symphony orchestras, based on data for the years 1949-75 from 17 major orchestras belonging to the American Symphony Orchestra League. The average length of the playing season increased from about 26 to 49 weeks during the period of the study, with the average number of concerts increasing from 104 to over 180. Real (inflation-adjusted) salaries increased by about 50 percent, most of the increase occurring in the 1950's and 1960's. Average real ticket prices increased, as did real per capita contributions and admissions per capita. Despite these increases and an \$80 million Ford Foundation Symphony Program begun in 1966 primarily to build up symphony endowment funds, the orchestras had to finance deficits out of endowments to the extent of \$82 million. The demand for tickets is apparently inelastic, so that high prices would increase revenues more than they would reduce attendance; but orchestras are reluctant to greatly increase prices, fearing that this would damage their public image and reduce contributions. (IM)

ED 225 890 SO 014 452

Directory of State Arts Agencies.
National Research Center of the Arts, Inc., New York, NY.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—76

Note—120p.; For related documents, see SO 014 453-454.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrative Organization, Administrators, *Expenditures, Films, *Financial Support, *Fine Arts, Governing Boards, Legislation, *Organizational Objectives, Publications, *State Agencies, Theater Arts, Visual Arts

Information on 55 arts agencies in each of the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, and the Virgin Islands is listed alphabetically by state or district. Each listing provides name, address, and telephone number of each agency; names of chairman and director; and a brief historical introduction. The information also covers the council or commission structure; committees and panels; director, staff, and volunteers; decision making responsibilities; intrastate relationships; and program priorities. Expenditures are outlined according to primary recipients, art form, and types of activities on which the expenditure was made. Sources of funds, funding levels, publications and films distributed by the agency, and the associated private foundation, if any, are also included. Unless specifically noted, all information pertains to fiscal year 1974. However, names, addresses, and telephone numbers of agencies, chairmen, and directors, and lists of publications and films are correct as of May 1976. (KC)

ED 225 891 SO 014 453

Study of State Arts Agencies: A Summary Report.
National Research Center of the Arts, Inc., New York, NY.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—76

Note—74p.; For related documents, see SO 014 452-454. Some tables and figures may not reproduce clearly due to small and light print type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrative Organization, *Expenditures, Federal Government, *Financial Needs, *Financial Support, *Fine Arts, Governing Boards, Government Role, Local Government, *State Agencies, State Government, Tables (Data), Theater Arts, Visual Arts

The origin, funding, expenditures, structure, and future directions of 55 state arts agencies are summarized. In addition to the 50 states, information is included for the District of Columbia, Puerto Rico, American Samoa, Guam, and the U.S. Virgin Islands. Data are for fiscal year 1974 and were obtained through interviews with directors and agency reports. Most state agencies were founded, either by executive order or legislation, in the 1960's. Appropriations, grants, and other funds from all sources to the state arts agencies and separate associated foundations totaled \$45.4 million in 1974; expenditures amounted to \$43.8 million. Major recipients of project expenditures were performing arts organizations. As of the end of fiscal year 1974, 42 state arts agencies were autonomous. All agencies had a governing council or commission headed by a chairperson. The structure closely resembled that of a private nonprofit corporation. Councils and commissions were composed largely of persons from fields other than the arts; most members were men and a large majority were white. Three out of every five staff members were women. Finally, most agencies anticipated increases in funding over the next 3 to 5 years. (KC)

ED 225 892 SO 014 454

Study of State Arts Agencies: A Comprehensive Report.
National Research Center of the Arts, Inc., New York, NY.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—76

Note—447p.; For related documents, see SO 014 452-453. Some tables may not reproduce clearly due to small print type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Administrative Organization, Administrators, Budgets, *Expenditures, Federal Government, Financial Needs, *Financial Support, *Fine Arts, Governing Boards, Government Role, Legislation, Local Government, *Organizational Objectives, *State Agencies, State Government, Tables (Data), Theater Arts, Visual Arts

A comprehensive analysis of state arts agencies in the 50 states and in the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, and American Samoa is presented. Data were collected from interviews with agency directors and agency reports as of fiscal year 1974. The report is organized into eight chapters. Chapter 1 examines budget and finances at state and federal levels, private funds, expenditures, and types and methods of budget presentations. Chapter 2 describes mandated purposes, functions, practices, and trends of the agencies. Chapter 3 focuses on program emphases, restrictions, mandates, criteria of funding decisions, matching funds, and associated foundations. Chapter 4 details the distribution of project funds in terms of primary and secondary recipients, distribution by art form in each state, types of activity assisted, initiation and location of projects, audiences, and matching funds. Chapter 5 discusses arts agencies' relationships with departments of education, other state agencies, and local government. Chapter 6 outlines management practices and organizational structure. Chapter 7 describes characteristics, number, salaries, organization, and adequacy of state paid staff. The final chapter analyzes past developments and the future financial outlook. (KC)

ED 225 893 SO 014 458

Levine, Carol, Ed. Veatch, Robert M.
Cases in Bioethics from the Hastings Center Report.

Hastings Center, Hastings-on-Hudson, NY.
Report No.—ISBN-0-916558-17-7

Pub Date—82
Note—123p.; Some pages may not reproduce clearly in microfiche due to light print type. Available from—Hastings Center, 360 Broadway, Hastings-on-Hudson, NY 10706 (\$7.95, \$6.95 for ten or more).

Pub Type—Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abortions, Adult Education, Case Studies, Conflict Resolution, Controversial Issues (Course Content), Critical Thinking, Death, *Ethical Instruction, Ethics, Higher Education, Medical Services, Mental Health, *Moral Issues, *Moral Values, Physician Patient Relationship, Public Policy, Reproduction (Biology), *Social Problems, Values Education

Identifiers—*Bioethics, Human Subject Protection
Case studies of ethical issues based on real events are followed by comments illustrating how people from various ethical traditions and frameworks and from different academic and professional disciplines analyze the issues and work toward a resolution of the conflict posed. The cases are intended to help the public and professional persons pursue reflective, well-thought-out solutions to real human moral dilemmas, using a systematic ethical analysis. There are seven chapters. The case studies in chapter 1, on issues in reproduction, treat abortion, population programs, risk taking and birth defects, sterilization, and rape. Chapter 2, on patient-physician relationships, examines homosexuality, choosing a therapy when doctors disagree, and faith healing for childhood leukemia. Mental health and medical interventions are the topics of the third chapter. Euthanasia, nurturing a defective newborn, organ donation, and family wishes and patient autonomy are examples of topics treated in chapter 4 on death and dying. Chapters 5 and 6 examine human subjects research and the allocation of scarce (health) resources. The concluding chapter deals with public policy and includes cases on laetrile, baby making, anti-aging drugs, drinking on the job, and state legislation regarding child passenger protection. (RM)

ED 225 894 SO 014 459

Sesow, F. William Stricker, Roy
Computer Literacy: A Responsibility of the Social Studies.

Pub Date—Nov 82

Note—20p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November 1982).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

ches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, Computer Assisted Instruction, *Computer Literacy, Computer Science Education, Educational Needs, *Educational Responsibility, Elementary Secondary Education, Higher Education, School Responsibility, Skill Development, *Social Studies

A review of the literature regarding computer literacy reveals that schools have much to do to meet their obligation in helping develop a computer literate citizenry. A comprehensive computer literacy instructional program should include the components of awareness, acquisition of skills, and the ability to apply computer knowledge and skill in problem-solving situations. The numerous social issues related to computer technology place a major responsibility on the social studies curriculum of the schools. An examination of elementary, secondary, and college commercial social studies textbooks reveals, with very few exceptions, an absence of discussion of computer technology as a topic to be studied. There is a need to infuse computer technology throughout the social studies curriculum. Social studies programs, to be more relevant, should involve students in using software and in using computers to process data for decision making and problem solving. (RM)

ED 225 895 SO 014 460

Zimmerman, Margot L. And Others
Sex Roles in Instructional Materials: Testing the Stereotypes. Special Report.

Pub Date—9 Aug 82

Note—10p.
Journal Cit—Studies in Family Planning; v13 n8-9, p262-270 Aug-Sep 1982
Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Developing Nations, *Health Education, *Instructional Materials, *Sex Bias, Sex Role, *Sex Stereotypes, Social Science Research

Identifiers—Mexico
The hypothesis that portraying nontraditional sex roles for men in instructional health pamphlets intended for illiterates and semiliterates does not interfere with the comprehension of the technical information was confirmed. Two versions of a pamphlet on how to prepare and use an oral rehydration salts (ORS) solution with children with diarrhea were prepared for distribution in Mexico. In the first version, the illustrations showed only women involved with the sick child; the second version was identical in every respect except the male caretaker was added to almost every page. Thirty health workers and 200 fathers and mothers (none had more than 6 years of schooling) from low socioeconomic sections of rural and suburban central Mexico were interviewed to determine if they noticed the differences between the pamphlets, which they preferred, and why. Contrary to general belief, the subjects in the study did not reject the idea of the father helping the mother to care for the sick child; the majority preferred the version that included the father figure. Nor did the presence of the father figure interfere with their comprehension of the ORS instructions. These findings have implications for instructional and motivational communication endeavors throughout the developing world. (RM)

ED 225 896 SO 014 462

Haselkorn, David
Rhetoric and Reform: High School Reform in the Post-Consent Period.

Carnegie Foundation for the Advancement of Teaching.

Pub Date—15 Oct 82

Note—19p.; Speech given before the Annual Meeting of the History of Education Society (New York, NY, October 15, 1982).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Evaluation, *Educational Change, *Educational History, Educational Innovation, *High Schools, Relevance (Education), School Community Relationship, Secondary Education, Teaching Methods

Identifiers—Conant (James Bryant), Silberman (Charles E)

High schools in America have been relatively impervious to change during the last few decades de-

spite many reform efforts and reports, which, while proliferating goals and tasks placed on the schools, failed to mobilize a new consensus about education. In 1959 the post-Sputnik Conant Report decried the lag in science education. Federally funded projects were developed to reform the sciences, mathematics, English, and social studies curriculum. Educational foundations and professional associations developed new curricula in which excellence was the goal. These reforms did not live up to expectations, mainly because the subject-centered curriculum failed to address the need for comprehensive reorganization of the total school curriculum. Then, in the late 1960's, as public confidence in education again began to erode, Charles Silberman captured the mood of criticism by typifying schools as intellectually stultifying prisons rather than places of joy and discovery. In the 1970's the national commissions called for breaking down barriers that separated youth from society. The lasting impact of these reforms was also minimal; the structure of U.S. secondary education has not changed. However, there is hope that the current reform reports, including the current Study of the American High School being conducted by the Carnegie Foundation for the Advancement of Teaching, on which this report is based, will be more effective, because there is a stronger base of educational theory and research to draw upon and there is a more realistic view of the process and limitations of reform. (BY)

ED 225 897 SO 014 468

The Educational Requirements for Industrial Democracy. Final Report.

Center for Economic Studies, Stanford, Calif.
Spons. Agency—National Inst. of Education

(DHEW), Washington, D.C.

Pub Date—[78]

Grant—NE-G-00-3-0205

Note—9p.; For related documents, see SO 014 469-473.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Democracy, Educational Change, Educational History, Educational Planning, *Education Work Relationship, Elementary Secondary Education, Grade 1, Higher Education, *Industry, *Labor Market, Occupational Aspiration, Social Change, *Socialization, Socioeconomic Status

Four publications of the Educational Requirements for Industrial Democracy Project (1973-1976) are briefly reviewed. The project produced four books or monographs, seven published articles, and a number of unpublished papers. The main publication, "The Dialectic of Education and Work," by project investigators Henry M. Levin and Martin Carnoy, analyzes the historical and present relationships between democracy and work. The book also proposes specific work reforms which would increase the degree of participation and democracy in the workplace and discusses the educational consequences of these reforms. Two monographs, "Workplace Democracy and Educational Planning" and "Segmented Labor Markets: A Review of the Theoretical and Empirical Literature and Its Implications for Educational Planning," present the implications for industrial democracy of a dialectical model of education and work and summarize the relationship between work and the labor market respectively. "Schooling and Socialization for Work: A Structural Inquiry Into Cultural Transmission in an Urban American Community" is based on an ethnographic study of a lower middle class and upper middle class first grade classroom and explores occupational orientations of teacher-student interactions. A list of all publications is included. (KC)

ED 225 898 SO 014 469

Gold, David
Socialization to Occupational Roles. Discussion Paper 74-2.

Portola Inst., Inc., Menlo Park, Calif.
Spons. Agency—National Inst. of Education

(DHEW), Washington, D.C.

Pub Date—Feb 74

Grant—NE-G-00-3-0205

Note—34p.; For related documents, see SO 014 468-473. Not available in paper copy due to marginal legibility of original document.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Childhood Attitudes, *Cultural Influences, *Education Work Relationship, *Employ-

ment Level, Occupations, Research Needs, Social Change, *Social Class, *Socialization, *Socioeconomic Status

An individual's socialization to occupational roles is reviewed in terms of the concepts and of the link between childhood socialization, social class, and occupation. The educational system and peer group influences are briefly reviewed. Occupational socialization is a general progression in which specific job training occurs only near the end of the process. Although several studies suggest the importance of seemingly indirect influences of cultural values, economic values, and the economic system, the relative neglect of occupational socialization in research suggests that it is considered in narrow terms. However, researchers have found numerous links between socialization practices and social class and between social class and occupation. Parental values that are passed on to children are the values that parents need to function in the workplace. Kohn (1969) suggested that occupation reflects all three of the major dimensions of stratification: economic (privilege); honorific (status); and political (power). Other research indicates that occupational socialization occurs as a result of the emphasis on discipline, subordination, external reward systems, and a bureaucratic rationale in the educational system. Further research should focus on historical experiences and links between socialization practices and models of social change. (KC)

ED 225 899 SO 014 470

Goldberg, Marilyn Power

Sex Role Socialization and Work Roles: The Experience of Women. Discussion Paper 74-1.

Portola Inst., Inc., Menlo Park, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 74

Grant—NE-G-00-3-0205

Note—23p.; For related documents, see SO 014 468-473. Not available in paper copy due to marginal legibility of original document. A report of the Project on Educational Requirements for Industrial Democracy.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice, *Childhood Attitudes, Employed Women, Family Influence, *Females, *Intelligence Differences, Males, Sex Differences, *Sex Role, Sex Stereotypes, *Socialization

Research from the late 1960's to 1974 reveals that early sex role socialization affects the intellectual achievement and career choices of women. Whereas preschool girls test as well or somewhat better than boys on various intelligence measures, high school boys test higher in general intelligence, and number, spatial, and analytic ability. One theory suggests that intellectual achievement interferes with the socialization process of girls, which emphasizes a nurturant and docile personality. A second theory finds girls to be more conforming, suggestible, and dependent on the opinions of others than boys and consequently more likely to be easily distracted and hindered in tasks calling for sequential thought. Other studies indicate that each sex is socialized to different behavioral patterns and different expectations of future roles from an early age. Such stereotyping leads girls to lack confidence in their ability to engage in intellectual pursuits; they are channeled not only by overt discrimination but also by an internalized sense of their own inadequacy into secondary roles in the work force and the home. Thinking of their market work as secondary to their true roles as wives and mothers, women tend to be docile workers, unlikely to organize or make demands. (KC)

ED 225 900 SO 014 471

Behn, William And Others

The Transformation of Adulthood: Its Implications for Youth. Discussion Paper 74-3.

Portola Inst., Inc., Menlo Park, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 74

Grant—NE-G-00-3-0205

Note—41p.; For related documents, see SO 014 468-473. A report of the Project on Educational Requirements for Industrial Democracy.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alienation, Bureaucracy, *Change Strategies, *Educational Change, Educational Needs, *Education Work Relationship, Higher Education, Industry, Secondary Education, *Socialization, *Work Environment, *Youth

Because schools serve society by reproducing the dominant social, economic, and political values reflected by the prevailing institutions and ideologies, educational reform is only possible when it does not conflict with the structure of society. Thus when adult work roles are transformed, the socialization of youth will follow closely. A review of research indicates that not only do schools produce cognitive skills, they also develop those character traits which all workers need: proper level of subordination, discipline, supremacy of cognitive over affective modes of response, and motivation according to external reward structures. Schools differentially socialize children into the attitudes and behaviors appropriate to the position they are expected to fill in the hierarchy. The alienation that youth feel toward school, then, has its roots in the demands of work organizations with their focus on wage contracts and pyramidal hierarchies rather than on human relationships. Alienation from both product and process of work is mirrored in the alienation from the schooling process. Thus, the nature of work must be changed to be more democratic, participative, cooperative, and interdependent. Youth will not be socialized to be creative, participative, and cooperative until the social relations of adults are characterized by these traits. (Author/KC)

ED 225 901 SO 014 472

Wilcox, Kathleen Moriarty, Pia

Schooling and Work: Social Constraints on Equal Educational Opportunity.

Center for Economic Studies, Stanford, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Grant—NE-G-00-3-0205

Note—25p.; For related documents, see SO 014 468-473.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Needs, Educational Practices, Educational Research, *Education Work Relationship, Elementary Education, Equal Education, *Parent Background, Power Structure, *School Role, Self Control, *Socialization, *Social Stratification, *Socioeconomic Background

To fulfill the requirements of the hierarchically stratified workplace, schools socialize students in terms of the socioeconomic status of their parents. Forty-five students in two first grade public schools—one in an upper-middle class neighborhood—the other in a lower-middle class neighborhood—were observed. Both classrooms and teachers were representative of their schools and typical of the social class background. Researchers recorded classroom behavior which focused on discipline and values taught (including internal and external control schemes), role of the student in the classroom, and presentation of cognitive materials. Results focus on the internal (self-directed) and external (authority-directed) source of responsibility, since these control schemes also reflect stratification in the workplace. Although children at both schools were socialized to external behavioral standards, only students in the upper-middle class school were personally responsible for maintaining the quality of their academic work. The internalized sense of responsibility parallels the internal controls demanded of their professional parents on the job. Lower-middle class students were taught to rely heavily on external controls provided by the teacher to perform academic tasks. (KC)

ED 225 902 SO 014 473

Levin, Henry M.

Workplace Democracy and Educational Planning.

Center for Economic Studies, Stanford, Calif.; Stanford Univ., Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 78

Grant—NE-G-00-3-0205

Note—140p.; Prepared for International Institute for Educational Planning, Paris; For related documents, see SO 014 468-472.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Capitalism, *Change Agents, Democracy, *Educational Change, Educational Planning, *Education Work Relationship, Elementary Secondary Education, Higher Education, *Industry, *Participative Decision Making, Productivity, *Social Change

The movement toward greater democracy and participative decision making in the workplace of advanced capitalist societies is analyzed in terms of accompanying educational reforms. Eight chapters examine dominant views of education and work, the consequences of overeducation in society, the movement toward workplace democracy, specific reforms, educational reforms, and consequences for educational planning. The focus is on the divergence between the dynamics of the workplace and that of the schools which will create a disintegration of the old relationships and a new synthesis between the two institutions. The workplace change toward group and individual decision making, minimal competencies for all, collegial training, and cooperative skills will thus lead to greater democracy in school organization; emphasis on group projects; greater integration by race, ability, and social class; team teaching; greater emphasis on problem solving; mastery learning; criterion-based tests; peer teaching; and cooperative problem solving. The educational planner will be a technician assisting the process and will attend to the details of implementation. (KC)

ED 225 903 SO 014 478

Inflation. National Issues Forum.

Public Agenda Foundation, New York, NY.

Spons Agency—Domestic Policy Association, Dayton, OH.

Pub Date—82

Note—51p.; Some pages may not reproduce clearly in microfiche.

Available from—Domestic Policy Association, 5335 Far Hills Avenue, Dayton, OH 45429 (\$3.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Citizenship Education, Controversial Issues (Course Content), Economic Factors, *Economics Education, Government Role, *Inflation (Economics), Political Influences, Political Issues, *Public Affairs Education, Resource Materials, Social Problems

This booklet is designed to help citizens understand public issues concerning chronic inflation and to work toward acceptable solutions for ending inflation. There are seven chapters. Chapter one provides a brief explanation of the nation's inflation problem. The psychological, social, and economic impact of inflation is the topic of chapter two. The role that government plays in the inflation problem is the focus of the third chapter, which discusses how elected officials often promise more than the electorate is willing to pay for. Chapter four examines the trade-off between inflation and recession. Discussed in chapter five are ways to stop the wage-price spiral which occurs with every price increase, when millions of people scramble to raise their incomes to protect themselves. Chapter six deals with growth, suggesting that if we could return to the days of sustained growth, it would be easier to achieve stable prices. Four options for dealing with inflation are provided in the concluding chapter. Further reading materials are also listed. (RM)

ED 225 904 SO 014 480

Cwi, David

The Economic Impact of Six Cultural Institutions on the Economy of the Columbus SMSA.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Grant—R80-22-1N

Note—51p.; For related documents, see SO 014 481-491.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Economic Factors, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, *Resource Allocation, Salaries, Theaters, *Urban Areas

Identifiers—Econometrics, *Ohio (Columbus)

The impact of six cultural institutions on the

Columbus, Ohio, economy was determined by measuring their 1978 direct and indirect financial effects. The six institutions are Ballet Metropolitan, Columbus Museum of Art, Columbus Symphony Orchestra, Center of Science and Industry, Players Theatre of Columbus, and Columbus Association for the Performing Arts. Data gathered from the six institutions included operating and financial characteristics and total expenditures with local firms. Staff and audience surveys, tax rates and bases for all local jurisdictions, local government expenditures, and the number of local housing units were also obtained. Direct local expenditures amounted to over \$6,336,000. Twenty-four percent of the total went toward local expenditures for goods and services, 32 percent for salaries and wages, 26 percent filtered into the community through local audience spending, and 15 percent through non-local audience spending. Guest artists spent 2 percent of the total locally. Secondary business volume generated by institution-related effects totaled \$10 million. Revenues to local government from the six institutions totaled \$381,000 while costs to local government amounted to \$245,000. (KC)

ED 225 905 SO 014 481

Cwi, David Smith, D. Alden

The Economic Impact of Six Cultural Institutions on the Economy of the Columbus SMSA. Technical Supplement. Volume I [and] Volume II—Appendices.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Grant—R80-22-1N

Note—136p.; For related documents, see SO 014 480-491. Some of the appendices may be marginally legible.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Data Collection, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, Questionnaires, *Research Design, *Research Methodology, Salaries, Surveys, Tables (Data), Theaters, Urban Areas

Identifiers—Econometrics, *Ohio (Columbus)

The research methods, procedures, and data for determining the impact of six fine arts institutions on the Columbus, Ohio, economy (1978) are outlined. A 30-equation model was used to identify a variety of effects on local businesses, government, and individuals. Researchers examined internal records of the six institutions as well as local, state, and federal records. Audience research and staff surveys were also conducted. Divided into four sections, the report discusses data collection instruments and general procedures, local data collection procedures, local data summary, and weighting and estimation techniques. Subtopics in each section are the audience survey, staff survey, institutional data inventory, community data inventory, and tax-related data. Appendices provide audience survey dates and response rates, instructions to the study coordinator for annotating budget and functional expense statements and institutional data inventory, community data inventory, instructions for developing a calendar which depicts sampling dates, and documentation protocol. All research instruments are included and most instruments provide numerical results of the research. (KC)

ED 225 906 SO 014 482

Cwi, David

The Economic Impact of Ten Cultural Institutions on the Economy of the Minneapolis-St. Paul SMSA.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Grant—R80-22-1N

Note—52p.; For related documents, see SO 014 480-491.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Economic Factors, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, *Resource Allocation, Salaries,

Theaters, *Urban Areas

Identifiers—Econometrics, *Minnesota (Twin Cities)

The impact on the economy of 10 cultural institutions in the Minneapolis-St. Paul area was determined by measuring their 1978 direct and indirect financial effects. The institutions are the Children's Theatre Company, Chimera Theatre, Cricket Theatre, Guthrie Theatre, Minneapolis Institute of Arts, Minnesota Dance Theatre, Minnesota Orchestra, St. Paul Chamber Orchestra, Walker Art Center, and Science Museum of Minnesota. Data gathered from the 10 institutions include operating and financial characteristics and total expenditures with local firms. Staff and audience surveys, tax rates and bases for all local jurisdictions, local government expenditures, and the number of local housing units were also obtained. Direct expenditures amounted to \$28,600,000. Twenty-six percent of the total went toward local expenditures for goods and services, 38 percent for salaries and wages, 26 percent filtered into the community through local audience spending, and 10 percent through non-local audience spending. Guest artists spent \$104,223 locally. Secondary business volume generated by institution-related effects totaled \$57 million. Revenues to local government from the 10 institutions came to \$2,135,000 while costs to local government amounted \$1,146,000. (KC)

ED 225 907 SO 014 483

Cwi, David Smith, D. Alden

The Economic Impact of Ten Cultural Institutions on the Economy of the Minneapolis-St. Paul SMSA. Technical Supplement. Volume I [and] Volume II—Appendices.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Note—136p.; For related documents, see SO 014 480-491. Appendices B, C, D, E, and F of Volume II may not reproduce clearly due to small and broken print type.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Data Collection, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, Questionnaires, *Research Design, *Research Methodology, Salaries, Surveys, Tables (Data), Theaters, Urban Areas

Identifiers—Econometrics, *Minnesota (Twin Cities)

The research methods, procedures, and data for determining the impact of 10 fine arts institutions on the Minneapolis-St. Paul economy (1978) are outlined. A 30-equation model was used to identify a variety of effects on local businesses, government, and individuals. Researchers examined internal records of the 10 institutions as well as local, state, and federal records. Audience research and staff surveys were also conducted. Divided into four sections, the report discusses data collection instruments and general procedures, local data collection procedures, local data summary, and weighting and estimation techniques. Subtopics in each section are the audience survey, staff survey, institutional data inventory, community data inventory, and tax-related data. Appendices provide audience survey dates and response rates, instructions to the study coordinator for annotating budget and functional expense statements and institutional data inventory, community data inventory, instructions for developing a calendar which depicts sampling dates, and documentation protocol. All research instruments are included and most instruments provide numerical results of the research. (KC)

ED 225 908 SO 014 484

Cwi, David

The Economic Impact of Ten Cultural Institutions on the Economy of the Springfield, Illinois SMSA.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Grant—R80-22-1N

Note—52p.; For related documents, see SO 014 480-491.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Economic Factors, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, *Resource Allocation, Salaries, Theaters, *Urban Areas

Identifiers—Econometrics, *Illinois (Springfield)

The impact on the economy of 10 cultural institutions in Springfield, Illinois, was determined by measuring their 1978 direct and indirect financial effects. The institutions are the Springfield Symphony Orchestra, Springfield Theatre Guild, Springfield Art Association, Springfield Ballet, Art Collection in Illinois State Museum, Old State Capitol, Community Concert Series, Springfield Municipal Opera, Old State Capitol Art Faire, and Great American People Show. Data gathered from the 10 institutions included operating and financial characteristics and total expenditures with local firms. Staff and audience surveys, tax rates and bases for all local jurisdictions, local government expenditures, and the number of local housing units were also obtained. Direct expenditures amounted to almost \$3 million. Thirteen percent went toward local expenditures for goods and services, 33 percent for salaries and wages, 14 percent filtered into the community through local audience spending, and 38 percent through non-local audience spending. Guest artists spent 2 percent of the total locally. Secondary business volume generated by institution-related effects totaled over \$3 million. Revenues to local government from the 10 institutions came to \$187,581 while costs to local government amounted to \$110,867. (KC)

ED 225 909 SO 014 485

Cwi, David Smith, D. Alden

The Economic Impact of Ten Cultural Institutions on the Economy of the Springfield, Illinois SMSA. Technical Supplement. Volume I [and] Volume II—Appendices.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Grant—R80-22-1N

Note—134p.; For related documents, see SO 014 480-491. Appendices B, D, E, and F of Volume II may not reproduce clearly.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Data Collection, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, Questionnaires, *Research Design, *Research Methodology, Salaries, Surveys, Tables (Data), Theaters, Urban Areas

Identifiers—Econometrics, *Illinois (Springfield)

The research methods, procedures, and data for determining the impact of 10 fine arts institutions on the Springfield, Illinois, economy (1978) are outlined. A 30-equation model was used to identify a variety of effects on local businesses, government, and individuals. Researchers examined internal records of the 10 institutions as well as local, state, and federal records. Audience research and staff surveys were also conducted. Divided into four sections, the report discusses data collection instruments and general procedures, local data collection procedures, local data summary, and weighting and estimation techniques. Subtopics in each section are the audience survey, staff survey, institutional data inventory, community data inventory, and tax-related data. Appendices provide audience survey dates and response rates, instructions to the study coordinator for annotating budget and functional expense statements and institutional data inventory, community data inventory, instructions for developing a calendar which depicts sampling dates, and documentation protocol. All research instruments are included and most instruments provide numerical results of the research. (KC)

ED 225 910 SO 014 486

Cwi, David

The Economic Impact of Five Cultural Institutions on the Economy of the San Antonio SMSA.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Grant—R80-22-1N

Note—49p.; For related documents, see SO 014 480-491.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Economic Factors, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, *Resource Allocation, Salaries, Theaters, *Urban Areas

Identifiers—Econometrics, *Texas (San Antonio)

The impact on the economy of five cultural institutions in the San Antonio, Texas, area was determined by measuring their 1978 direct and indirect financial effects. The institutions are the San Antonio Symphony, San Antonio Opera, Witte Museum, Museum of Transportation, and the Carver Cultural Center. Data gathered from the six institutions included operating and financial characteristics and total expenditures with local firms. Staff and audience surveys, tax rates and bases for all local jurisdictions, local government expenditures, and the number of local housing units were also obtained. Direct local expenditures amounted to \$3,736,000. Twenty-five percent of the total went toward local expenditures for goods and services, 40 percent for salaries and wages, 19 percent filtered into the community through local audience spending, and 16 percent through non-local audience spending. Guest artists spent \$32,224 locally. Secondary business volume generated by institution-related effects totaled \$6,185,000. Revenues to local government from the five institutions came to \$807,020 while costs to local government amounted to \$859,749. (KC)

ED 225 911

SO 014 487

Cwi, David Smith, D. Alden

The Economic Impact of Five Cultural Institutions on the Economy of the San Antonio SMSA. Technical Supplement. Volume I [and] Volume II—Appendices.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

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Grant—R80-22-1N

Note—128p.; For related documents, see SO 014 480-491. Appendix B, D, E, and F of Volume II may be marginally legible.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Data Collection, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, Questionnaires, *Research Design, *Research Methodology, Salaries, Surveys, Tables (Data), Theaters, Urban Areas

Identifiers—Econometrics, *Texas (San Antonio)

The research methods, procedures, and data for determining the impact of five cultural institutions on the San Antonio, Texas, economy (1978) are outlined. A 30-equation model was used to identify a variety of effects on local businesses, government, and individuals. Researchers examined internal records of the five institutions as well as local, state, and federal records. Audience research and staff surveys were also conducted. Divided into four sections, the report discusses data collection instruments and general procedures, local data collection procedures, local data summary, and weighting and estimation techniques. Subtopics in each section are the audience survey, staff survey, institutional data inventory, community data inventory, and tax-related data. Appendices provide audience survey dates and response rates, instructions to the study coordinator for annotating budget and functional expense statements and institutional data inventory, community data inventory, instructions for developing a calendar which depicts sampling dates, and documentation protocol. All research instruments are included and most instruments provide numerical results of the research. (KC)

ED 225 912

SO 014 488

Cwi, David

The Economic Impact of Eight Cultural Institutions on the Economy of the St. Louis SMSA. Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Grant—R80-22-1N

Note—49p.; For related documents, see SO 014 480-491.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Economic Factors, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, *Resource Allocation, Salaries, Theaters, *Urban Areas

Identifiers—*Missouri (Saint Louis)

The impact of eight cultural institutions on the economy of the St. Louis (Missouri) area was determined by measuring their 1978 direct and indirect financial effects. The institutions are the St. Louis Art Museum, St. Louis Conservatory and School for the Arts, Missouri Botanical Garden, St. Louis Symphony, McDonnell Planetarium, Loretto-Hilton Repertory Theatre, Museum of Science and Natural History, and the Dance Concert Society. Data gathered from the eight institutions included operating and financial characteristics and total expenditures with local firms. Staff and audience surveys, tax rates and bases for all local jurisdictions, local government expenditures, and the number of local housing units were also obtained. Direct local expenditures amounted to \$20,910,625. Twenty-five percent went toward local expenditures for goods and services, 37 percent for salaries and wages, 32 percent was filtered into the economy through local audience spending, and 6 percent through non-local audience spending. Guest artists spent over \$119,500 locally. Secondary business volume generated by institution-related effects came to \$1,117,000 while costs to local government amounted to \$3,987,400. (KC)

ED 225 913

SO 014 489

Cwi, David Smith, D. Alden

The Economic Impact of Eight Cultural Institutions on the Economy of the St. Louis SMSA. Technical Supplement. Volume I [and] Volume II—Appendices.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Grant—R80-22-1N

Note—131p.; For related documents, see SO 014 480-491. Appendices D, E, and F of Volume II may be marginally legible.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Data Collection, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, Questionnaires, *Research Design, *Research Methodology, Salaries, Surveys, Tables (Data), Theaters, Urban Areas

Identifiers—*Missouri (Saint Louis)

The research methods, procedures, and data for determining the impact of eight cultural institutions on the St. Louis (Missouri) economy (1978) are outlined. A 30-equation model was used to identify a variety of effects on local businesses, government, and individuals. Researchers examined internal records of the eight institutions as well as local, state, and federal records. Audience research and staff surveys were also conducted. Divided into four sections, the report discusses data collection instruments and general procedures, local data collection procedures, local data summary, and weighting and estimation techniques. Subtopics in each section are the audience survey, staff survey, institutional data inventory, community data inventory, and tax-related data. Appendices provide audience survey dates and response rates, instructions to the study coordinator for annotating budget and functional expense statements and institutional data inventory, community data inventory, instructions for developing a calendar which depicts sampling dates, and documentation protocol. All research instruments are included and most instruments provide numerical

cal results of the research. (KC)

ED 225 914

SO 014 490

Cwi, David

The Economic Impact of Ten Cultural Institutions on the Economy of the Salt Lake SMSA.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Grant—R80-22-1N

Note—51p.; For related documents, see SO 014 480-491.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Economic Factors, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, *Resource Allocation, Salaries, Theaters, *Urban Areas

Identifiers—Econometrics, *Utah (Salt Lake City)

The impact of 10 cultural institutions on the Salt Lake City economy was determined by measuring their 1978 direct and indirect financial effects. The institutions are Ballet West, Pioneer Memorial Theatre, Repertory Dance Theatre, Salt Lake City Art Center, Theatre 138, Tiffany's Attic, Utah Museum of Fine Arts, Utah Symphony, Utah Opera Company, and the Ririe-Woodbury Dance Company. Data gathered from the 10 institutions included operating and financial characteristics and total expenditures with local firms. Staff and audience surveys, tax rates and bases for all local jurisdictions, local government expenditures, and the number of local housing units were also obtained. Direct local expenditures amounted to \$6,080,500. Thirty percent of the total went toward local expenditures for goods and services, 51 percent for salaries and wages, 12 percent filtered into the community through local audience spending, 6 percent through non-local audience spending, and 1 percent through guest artist spending. Secondary business volume generated by institution-related effects totaled \$9,978,282. Revenues to local government from the 10 institutions came to \$405,680 while costs to local government amounted to \$635,590. (KC)

ED 225 915

SO 014 491

Cwi, David Smith, D. Alden

The Economic Impact of Ten Cultural Institutions on the Economy of the Salt Lake SMSA. Technical Supplement. Volume I [and] Volume II—Appendices.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—80

Grant—R80-22-1N

Note—130p.; For related documents, see SO 014 480-490. Appendices B, D, E, and F of Volume II may be marginally legible due to light and broken print type of original document.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Arts Centers, Audiences, Community Characteristics, *Cultural Centers, Dance, *Data Collection, Economic Research, *Expenditures, *Fine Arts, Income, Local Government, Music, Opera, Questionnaires, *Research Design, *Research Methodology, Salaries, Surveys, Tables (Data), Theaters, Urban Areas

Identifiers—Econometrics, *Utah (Salt Lake City)

The research methods, procedures, and data for determining the impact of 10 cultural institutions on the Salt Lake City economy (1978) are outlined. A 30-equation model was used to identify a variety of effects on local businesses, government, and individuals. Researchers examined internal records of the 10 institutions as well as local, state, and federal records. Audience research and staff surveys were also conducted. Divided into four sections, the report discusses data collection instruments and general procedures, local data collection procedures, local data summary, and weighting and estimation techniques. Subtopics in each section are the audience survey, staff survey, institutional data inventory, community data inventory, and tax-related data. Appendices provide audience survey dates and response rates, instructions to the study coordinator for annotating budget and functional expense statements and institutional data inventory,

community data inventory, instructions for developing a calendar which depicts sampling dates, and documentation protocol. All research instruments are included and most instruments provide numerical results of the research. (KC)

ED 225 916 SO 014 492

East, Maurice A. And Others
Analyzing a School Dress Code in a Junior High School: A Set of Exercises.

Pub Date—77

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Dress Codes, *Evaluation Methods, Junior High Schools, Learning Activities, Questionnaires, School Community Relationship, Social Sciences, Social Studies, Student Attitudes, Student Rights, Student School Relationship, Surveys, Teaching Guides

Five exercises based on a sample school dress code were designed from a political science perspective to help students develop skills in analyzing issues. The exercises are intended to be used in five or more class periods. In the first exercise, students read a sample dress code and name groups of people who might have opinions about it. In subsequent exercises, students are given a list of seven groups: students, parents, teachers, school administrators, school board members, clergy, and employers. They decide how each group would probably react to four sections of the dress code: length of students' hair, wearing of shoes, appropriate upper body clothing, and the use of face paint. The exercises help students recognize varying degrees of opinions and how opinions affect an issue. A survey dealing with the students' own dress code is included. (BY)

ED 225 917 SO 014 502

Martin, Ruth E. Mullis, Ann K.
Expanding Roles Through Family Life Education: Simulation Strategies on Equity Principles.

Pub Date—Oct 82

Note—27p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 13-16, 1982).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Exploration, Classroom Environment, *Equal Education, Equal Opportunities (Jobs), *Family Life Education, Females, High Schools, Learning Activities, Males, *Nondiscriminatory Education, *Sex Fairness, *Sex Role, Sex Stereotypes, Simulation, Textbook Evaluation

Eight activities are designed to help high school students learn about equal education and employment opportunities and expand their life roles. Introducing the unit are a knowledge quiz, which helps students analyze their attitudes about work, family, and sex stereotyping, and a work force quiz, which helps them increase their awareness of the importance of women in the work force. In another activity, in which female students respond to a "Cinderella" story and male students to a "Prince Charming" story, their awareness of stereotyped role expectations is enhanced. In determining household responsibilities in the fourth activity, students assign bathroom, kitchen, bedroom, and living room chores to either one or both sexes. An "I Can Do Anything" worksheet lists occupations for students to label as appropriate for either male or female. Students also analyze a typical lifetime in terms of time devoted to education and work. An analysis of alternative lifestyles features scenarios in which divorced working parents contemplate joint custody, a long-married couple considers having children, and a spouse's elderly mother can no longer care for herself. The final activity is a teacher checklist to determine the extent of sex equity in the classroom and in textbooks. (KC)

ED 225 918 SO 014 506

Wood, Leslie And Others
The Impact of a Student Exchange Program on Civic Attitudes and Understanding.

Pub Date—24 Nov 82

Note—18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November 24, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Responsibility, *Cultural Awareness, Educational Research, *Exchange Programs, High Schools, *International Educational Exchange, Peace, *Political Attitudes, *Self Concept, Social Studies, *Student Attitudes, Study Abroad

The political, social, and cultural attitudes of former high school participants in international exchange programs are analyzed. In 1981, faculty members at Indiana University and Purdue University examined survey responses of 57 individuals who participated in the Rotary International Exchange Program between 1971 and 1980. Participants also submitted names and addresses of classmates who were not involved in the exchange, of which 38 comprised the control group. A scale of 28 items measured students' opinions on the need for accepting foreign differences; the desirability of international peace; openness to educational, social, and political change; and the personal impact of the program. Exchange students demonstrated a greater acceptance of and feeling of responsibility toward other peoples. They were slightly more opposed to supporting their country, right or wrong, than the control group. Non-participants supported the importance of foreign language learning slightly more than participants. The values placed on exchange experiences indicate that these experiences brought about essential and desirable personal change. Finally, the impact of the program appears not only to be lasting, but to increase in intensity over time. A copy of the questionnaire and statistical tables are included. (KC)

ED 225 919 SO 014 510

Freeland, Kent
A Study of the Effects of Self-Instructional Modules on Achievement in College Social Studies.

Pub Date—83

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Auto-instructional Aids, *Content Area Reading, Educational Research, Higher Education, *Learning Modules, Methods Courses, Preservice Teacher Education, Social Sciences, *Social Studies

The effectiveness of self-instructional modules in increasing the social studies knowledge of students enrolled in a teacher education program is reported. Students enrolled in social studies methods courses were divided into an experimental group (n=45) which used the modules and a control group (n=55) which read a textbook chapter dealing with the social sciences. The six self-instructional modules were constructed by consulting introductory college textbooks in history, geography, sociology, economics, political science, and anthropology, as well as social studies methods texts. Each experimental student read some material, answered a question, and checked it with a key. All students took researcher prepared pre- and posttests and the standardized Tests of Academic Progress. Students who used self-instructional modules achieved more than students who learned about social sciences from a textbook. The implication is that methods course instructors can augment regular instruction with self-instruction. (KC)

ED 225 920 SO 014 511

Hartoonian, H. Michael
Meta-Theory and Curriculum Development.

Pub Date—Aug 82

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Context, *Curriculum Development, Diffusion (Communication), Educational Needs, *Educational Theories, Elementary Secondary Education, *Epistemology, *School Community Relationship, *Social Influences, Values

Curriculum development in any area should be imbued with a meaning that focuses on the cultural values of motivation, logic, and human relationships. The term "meaning" implies seeing relationships (linguistic, economic, political, moral), understanding logic, and being sensitive to the enduring values of the culture. Curriculum developers and users should understand that school and society represent countervailing forces and that the curriculum should present this tension in a mutually evaluative perspective. They should be sensitive to the epistemological bases which define course con-

tent and the notion that classroom/community discourse is an important curriculum development activity. Those involved with curriculum development must carry on a dialogue within the educational community and between that community and the rest of the world. (KC)

ED 225 921 SO 014 520

Beatty, Kathleen Murphy Walter, Oliver
Religious Belief and Practice: New Forces in American Politics?

Pub Date—Sep 82

Note—45p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Catholics, *Jews, *Political Attitudes, Political Science, Politics, *Protestants, Religion, *Religious Factors, Research Problems, Social Science Research

Identifiers—*Religious Fundamentalism

Exploratory research suggests that denominational preferences, fundamentalism, and church attendance are related to an individual's position on political issues. A review of research reveals that religious beliefs are stable, developed early in life, and are central to an individual's other orientations. Research on religious orientation is limited because the paradigms which guide most political science research exclude the influence of religious beliefs. Also, the inclusion of religious variables poses conceptualization and measurement problems. However, an analysis of political beliefs by religious denomination taken from the General Social Surveys (1972-1980) suggests the importance of establishing such measures. Over 11,000 responses were categorized according to Catholic, Jew, 14 Protestant denominations, and no affiliation. Opinions on abortion, women's roles, pornography, sex education, busing, blacks, death penalty, and other current issues were measured according to conservative or liberal stance. Opinion homogeneity was great; for example, nearly 94 percent of Mormons opposed busing while 95 percent of Jews favored gun registration. Further, an analysis of the American National Election Survey (1980) reveals that categorizing an individual as fundamentalist may be more revealing of political attitudes than denomination. (KC)

ED 225 922 SO 014 522

Danky, James P. And Others
Women's History Resources at the State Historical Society of Wisconsin. Fourth Edition, Revised and Enlarged.

Wisconsin State Historical Society, Madison.

Report No.—ISBN-0-87020-189-1

Pub Date—82

Note—84p.; Photographs may not reproduce clearly in microfiche.

Available from—State Historical Society of Wisconsin, 816 State Street, Madison, WI 53706 (\$3.95).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Activism, Archives, Ethnic Groups, Family Life, *Females, Feminism, Films, *Library Collections, Local Government, Local History, Mass Media, Nonprint Media, *North American History, *Primary Sources, State Government, State History, *State Libraries, Theater Arts, Unions

The library, archives, iconographic collections, museum, and film archives of the State Historical Society of Wisconsin (Madison) are described, with an emphasis on the history of women in the United States and Canada. The library features works on frontier/utopian communities, ethnic groups, women's organizations, women and labor unions, women's political groups outside the mainstream, family life, spiritualism, genealogy, and anthropology. The archives are a major repository for manuscripts of private individuals and organizations and for Wisconsin state, county, and local governmental records, legal documents, speeches, scrapbooks, and reminiscences. Topics of collections include labor, social action, theater, and mass communications. Wisconsin manuscripts document all facets of the state's history and include diaries, correspondence, interviews, and articles. The iconographic collection consists of photographs, lithographs, paintings, drawings, posters, cartoons,

postcards, lantern slides, magazine clippings and advertisements, catalogs, business cards, and other graphics. The film archive contains an extensive United Artists film collection, scripts from the Warner collection, silent films, and television programs. Finding aids, such as guides and files, are identified for each section of the historical society. (KC)

ED 225 923 SO 014 533

Zihlman, Adrienne L.

What Happened to Woman the Gatherer?

Pub Date—Dec 82

Note—15p.; Paper presented at the Annual Meeting of the American Anthropological Association (Washington, DC, December 1982).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ancient History, Anthropology, Evolution, *Females, Human Geography, *Males, Research Needs, *Sex Differences, *Sex Role, Theories

Reactions to the "woman the gatherer" theory, introduced in the 1970's as an alternative to the "man the hunter" thesis in anthropology, have been to accept, ignore it, or combine it with the hunting theory. The "man the hunter" model stresses that primitive males hunted for meat and provided food and protection for their mates and children who stayed at the home base. The competing hypothesis suggests that major food of early human beings consisted of plants, obtained by women with the use of tools and shared with their offspring. The contrast focuses on how female behavior is conceptualized: as mobile and active or as sedentary and passive. Responses to both theories, however, depend on which anthropological evidence is used, how it is interpreted, what animal models are used, and which behaviors form the starting point. Future analysis should recognize the underlying continuity in the evolutionary process, question the tendency to assign roles by sex, recognize that no one scenario exists for the four million years of prehistory, and focus on questions outside the models, both of which have stressed food and gender roles. (KC)

ED 225 924 SO 014 534

Gibson, Margaret A.

Effecting Educational Change Through Ethnographic Research.

Pub Date—7 Dec 82

Note—12p.; Paper presented at the Annual Meeting of the American Anthropological Association (Washington, DC, December 7, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Change Strategies, Educational Anthropology, *Educational Change, Educational Needs, Educational Research, *Ethnic Groups, Ethnography, High Schools, Middle Class Standards, *Middle Class Students, *Performance Factors, Program Descriptions, *Student Needs

A study in progress investigating cultural and structural factors which affect educational opportunities for white middle-class and Punjabi immigrants in a California high school is reported. In the two-and one-half years since the project began, researchers have interviewed a broad range of students, parents, teachers, and administrators. The result has been an understanding of the problems encountered by all students. Because of the duration of the study, credibility with school officials and a better climate for educational change have developed. Further credibility and support have resulted from the scope of the project, which addresses the needs of both majority and minority students. For example, an analysis of cultural barriers to academic achievement includes the problems inherent in the self-reliance approach of American parents as well as the close supervision afforded by Punjabi parents. Further, a well-intentioned tracking system contributes to segregation and exacerbates social and academic problems. Educational anthropologists must be aware, however, that for educational change to occur from their recommendations, ongoing collaborative relationships between researchers and school officials must continue long after the initial phase of research is over. (KC)

ED 225 925

Dent, Richard J.

Ordinary People: The Role of Historical Archaeology in Understanding American History.

Pub Date—4 Dec 82

Note—9p.; Paper presented at the Annual Meeting of the American Anthropological Association (81st, Washington, DC, December 4, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Archaeology, Educational Needs, Elementary Secondary Education, *History Instruction, Mythology, Primary Sources, *Realism, *Student Needs, United States History

Historical archaeology enables students to confront the mythology of the past with real knowledge about the past and thus provides them with significant insight and understanding. Students are often presented with an ideological past, both in textbooks and museums, that never really existed. For example, people often come away from living historical museums with the idea that the past represents simpler and more pure times. Archaeology, however, strives to uncover the full spectrum of life from the lower rungs of society to the highest. Only when students are confronted with archaeological evidence, such as the existence of privies next to water wells, illustrating the 18th century's lack of germ theory does the separation of myth and reality occur, confronting the mind with a more real past. (Author/KC)

ED 225 926 SO 014 536

Rice, Patricia C.

Site Simulation in Teaching Archaeology: A Hands On Approach.

Pub Date—Dec 82

Note—8p.; Paper presented at the Annual Meeting of the American Anthropological Association (81st, Washington, DC, December 7, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Archaeology, *Experiential Learning, Higher Education, *Introductory Courses, Program Descriptions, *Simulation, *Teaching Methods

An indoor simulated archaeology site for use in a college level introductory archaeology course is described. Housed in the basement of a building on campus, the site simulates an eight-layered French rock shelter. Layers contain "remains" of a micro-band of Neanderthals, a Lower and Upper Aurignacian group, an Upper Perigordian group, Magdalenian groups, and an Azilian group. Modern French garbage and grass cover the top. Artifacts include lithic and bone tools, a full skeletal burial, hearths, animal bones, ochres, and ritual and art items. Limestone pebbles simulate sterile layers and soils are colored and textured. The project cost \$1500 and involved 300 hours' labor. After a class session devoted to field techniques, teams of students excavate for 15 hours, using measurements, notebooks, maps, and modern standards of labelling and wrapping. Following excavation, students analyze data and prepare site reports. Evaluations by the first class of students involved in the project were consistently higher than those of a previous archaeology class not using the simulation. (KC)

ED 225 927 SO 014 537

Blinco, Priscilla N.

Social Studies in Early Childhood Education in Japan: Implications for the United States.

Pub Date—26 Nov 82

Note—14p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Comparative Education, *Early Childhood Education, Educational Administration, Educational Finance, Educational History, *Educational Objectives, Foreign Countries, Kindergarten, Parent Role, *Social Studies

Identifiers—Japan

Early childhood education in Japan, which consists of non-compulsory kindergarten and day nurseries, focuses on social studies by encouraging young children to develop sound minds and bodies. Although play is considered an important element, kindergarten is at times characterized by the stress associated with the rigid competition of entrance

examinations for the higher grades of schooling. However, teachers are currently searching for teaching strategies in accordance with the developmental theories of Bruner, Hunt, and Piaget. The government provides financial aid for both public and private kindergartens and provides parent groups with well-organized home education classes. Social studies concentrates on health, society, nature, language, musical rhythm, and drawing and artwork. Goals of citizenship education include understanding the role of the family, duties to community and nation, the relationship between human beings and nature, and the importance of the history and culture of Japan. In comparison with the United States, the school day and the school term are longer, achievement in science and math is stressed, teaching is considered a prestigious profession, and the illiteracy rate is well below 1 percent. (KC)

ED 225 928 SO 014 540

Nelson, Jack L.

Ideological Dimensions of Political Restraint and Censorship.

Pub Date—Nov 82

Note—11p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November 1982).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, Censorship, *Controversial Issues (Course Content), *Educational Environment, Educational Practices, Educational Research, Elementary Secondary Education, Public Schools, School Districts, *Student Teachers, *Teacher Attitudes

Identifiers—Hidden Curriculum

A discrepancy exists between what public school personnel and student teachers perceive as ideal academic freedom and their perceptions of the reality of school life. Interview responses from faculty and administration of a school district and from student teachers reveal that both groups practice the social control mechanism of political restraint and self-censorship within the school environment. School district personnel perceived that they had considerable academic freedom and that political restraint and censorship do not exist. They noted, however, that they would not use their freedom because to do so would be inappropriate and unprofessional since both sides of an issue should be presented. In contrast, student teachers reported substantial restraint or censorship during their experience in the schools, particularly in the areas of sex, religion, race, drugs, and politics. Although these data suggest that student teachers and practicing school personnel perceive school climates differently, student teachers also recognize the legitimacy of imposing these restraints. Therefore, both groups operate within an ideology of restraint in school affairs which is the complex product of school purposes, traditions, personnel, and cultural hegemony. (Author/KC)

ED 225 929 SO 014 543

Harnapp, Vern R.

The Use of False Color Landsat Imagery with a Fifth Grade Class.

Pub Date—Oct 82

Note—11p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (San Diego, CA, October 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Geography Instruction, Grade 5, Intermediate Grades, Learning Activities, *Locational Skills (Social Studies), *Physical Geography, *Satellites (Aerospace), Teaching Methods

Fifth grade students can become familiar with images of earth generated by space sensor Landsat satellites which sense nearly all surfaces of the earth once every 18 days. Two false color composites in which different colors represent various geographic formations were obtained for the northern Ohio region where the students live. The class had no previous experience with remote sensing principles or interpretation of satellite images. Following a pretest, students learned factual information such as how images are produced, applied the information to images, examined each image for orientation, and classified geographic features. Students then outlined various land cover types with overhead transparency pens on clear sheets which covered the images. At the conclusion of the unit, students were

given an achievement test using two Landsat images not previously presented. The class performed much better on interpretive techniques than on general information. The posttest marked a 100 percent improvement over the pretest; students became proficient in identifying water, forests, land, and transportation lines. The recent price increase, however, for individual prints places the future use of Landsat in the elementary classroom in doubt. (KC)

ED 225 930 SO 014 544

Wojtan, Linda S.

Outreach Networks and Linkages: Problems, Potentials, Priorities.

Pub Date—May 82

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, Change Strategies, Educational Change, Elementary Secondary Education, Global Approach, Information Dissemination, Linking Agents, Networks, Outreach Programs, Research Utilization, Social Studies Identifiers—Elementary Secondary Education Act Title VI

A recognition of problems and priorities of Title VI outreach programs to encourage and facilitate international studies in grades K-12 is important in light of current trends to reduce funding. Title VI programs consist of networks among regional studies coordinators (e.g., African Studies, East Asian Studies) and linkages that disseminate information to educators and encourage utilization of educational research. Networking problems involve the rapid turnover in outreach coordinators and limited contact based on infrequent newsletters and annual meetings in which everyone is pressed for time. A major problem with linkages centers on the task of translating college-level resources for K-12 use; such problems can be circumvented by employing outreach coordinators grounded both in their specific world region and in educational research. Successful translation requires timing; gearing outreach materials to textbooks in use; involving teachers, administrators, and library/media personnel in outreach activities; and focusing efforts at elementary and middle school levels. Priorities include working with other professionals, overlapping and cooperating with other outreach networks, outlining uses of reduced funding, evaluating current outreach activities, examining attempts at institutionalization, and developing programs characteristic of a national resource center while at the same time serving local constituencies. (KC)

ED 225 931 SO 014 546

Cleveland, Harlan

The Future of Public Administration.

Pub Date—25 Mar 82

Note—24p.; Paper presented to the National Conference of the American Society of Public Administration (Honolulu, HI, March 25, 1982). May be marginally legible due to bleeding through of print type.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Decision Making, Futures (of Society), Global Approach, International Relations, Leadership Qualities, Policy Formation, Political Science, Public Administration, Public Policy

Past approaches to public administration, the diminishing distinctions between foreign and domestic policy, the role of the public administrator, and leadership qualities are discussed. As a relatively young discipline, public administration first focused on scientific management (1920's). It then shifted to the art and science of getting things done, and hierarchical organization. As the distinction between the public and private sectors has blurred, public administration has extended beyond government to include the public responsibility of business. The role of public administrators in the 1980's, when distinctions between politics and administration, policy and management, and decision making and action are disappearing, is to bend individual expertise to public purpose. The duties of decision making and public action require public administrators to be generalists; they must be intermediaries, clarifiers, codifiers, and managers. The public administrator serves to coordinate the activities of specialists with the solutions to world problems. Role models for generalists and integrators are the administrator of the Marshall Plan, Paul Hoffman, and a politician,

Hubert H. Humphrey. (KC)

ED 225 932 SO 014 548

Parker, Walter C.

The Value of Early-Grade Social Studies: What the Research Says.

Pub Date—Nov 81

Note—11p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childhood Attitudes, Childhood Needs, Educational Needs, Educational Trends, Political Attitudes, Political Socialization, Primary Education, Social Studies Identifiers—Hidden Curriculum

Noting a current trend to remove social studies education from the first through third grades, the author's review of literature reveals that early learning lays the foundation for political socialization. Weissburg (1974) suggests that three models account for different types of socialization at different stages of life. Early political learning (primacy) establishes an individual's broad but basic political identity, loyalties, and ideologies. Later learning in the intermediate (later childhood and adolescence) and recency (experiences close in time to adulthood) stages consist of specific learnings of political information and attitudes, partisan preferences, and political participation. Learning during the latter stages tends to fit into the relatively stable core established during primacy. In the social studies curriculum, young children receive systematic "unhidden" political socialization; it is the part of the curriculum where the basics of political identity are shaped directly and overtly in the direction of democratic citizenship. Thus, the removal of social studies from the early grades would have an effect on how children are inducted into the political culture of this nation. (Author/KC)

ED 225 933 SO 014 549

Cleveland, Harlan

U.S. Foreign Policy: Illusions of Powerlessness and Realities of Power.

Pub Date—27 Jul 81

Note—21p.; May be marginally legible due to bleeding through of print type.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, Developing Nations, Foreign Policy, Global Approach, Modernization, Nuclear Warfare, Peace, Policy Formation, Political Power, War, World Affairs, World Problems

The foreign policy of the United States has not taken into consideration the dynamics of world politics and the kinds of power required to participate in it. Foreign policy makers need a post-Kissinger, post-Brzezinski doctrine that corrects the distorted focus on U.S.-Soviet relations as on our central problem, accepts the inherent linkage between arms control and other world policies, recognizes that modernization in developing nations is the engine of international insecurity, and ceases to divide U.S. policy into domestic and foreign questions. The concept of national security as military defense must be enlarged to encompass oil, global environmental risks, population growth, refugees, terrorists, global inflation, and the implications of mutual assured destruction. Similarly, the centerpiece of world order politics is the management of modernization in third world countries and the awareness that social upheavals bring about disintegration of governance. Also, the distinction between domestic and foreign policy is obsolete; so-called domestic decisions about agricultural subsidies, unemployment, energy conservation, and other matters are enormously important to every nation. The leadership needed to effect a foreign policy change requires the capacity to educate whole populations. (Author/KC)

ED 225 934 SO 014 550

Nelson, Lynn R., Ed.

Teaching Economics in U.S. History: Ideas and Activities. A Report from the National Science Foundation.

Indiana Univ., Bloomington. Social Studies Development Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—81

Grant—SPI-81-01316

Note—88p.; Material developed by participants in

the National Science Foundation Conference "Improving Pre-College Economics Instruction in U.S. History" (Bloomington, Indiana, Summer 1981).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economics Education, Interdisciplinary Approach, Labor Education, Learning Activities, Secondary Education, Teacher Developed Materials, United States History

Identifiers—Free Enterprise System

Eight and eleven grade U.S. history teachers, participating in a summer workshop, developed these activities to help improve students' economic understanding of United States history. Adaptable to a wide range of student abilities and interests, most of the activities are self-contained and include student handouts of readings and exercises. Examples of activities: students discuss short readings; role play a school board faced with the necessity of cutting back on school expenses; analyze and discuss charts showing the effects of inflation on farmers in the 1980's; develop their own economic society after being shipwrecked on an island; analyze a New Deal cartoon; compare and contrast different labor unions; and analyze the effect of the gross national product on the economy for the period 1920-1933. The kind of information provided for each activity includes time required, recommended grade level, major concepts, instructional objectives, rationale, materials needed, teaching procedure, and evaluation methods. Conference participants and staff are listed. (RM)

ED 225 935 SO 014 552

The Youth Budget: Expenditures, Equity and Efficiency. Final Technical Report.

Columbia Univ., New York, N.Y. Conservation of Human Resources Project.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—Oct 82

Contract—400-78-0059

Note—310p.; For a related document, see SO 014 553. Some tables may not reproduce clearly due to small print type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Access to Education, Children, Day Care, Disadvantaged Youth, Employment, Federal Government, Financial Policy, Health, Housing, Human Services, Income, Justice, Quality of Life, Recreation, Research Methodology, Social Science Research, Statistical Data, Tables (Data), Young Adults, Youth Identifiers—New York (New York), Texas (Houston)

The federal government's financial commitment to children and youth since the mid-1960's is examined, using data from the U.S. Bureau of the Census and from relevant government agencies. The report is divided into four chapters and appendices. Chapter one analyzes the portion of the federal budget devoted to youth from 1964 to 1980, types of services, and mechanisms through which federal assistance reaches youth. Chapter two examines all public expenditures for youth in New York City and Houston and discusses preparing "youth budgets" for large cities. Chapter three reports the distribution of federal funding for ESEA-Title I, Medicaid, Aid to Families with Dependent Children, food stamps, Headstart, vocational education, school lunch, and social security programs. The final chapter explores reasons for the wide variation in spending on youth in Houston and New York City. Over 200 pages of appendices provide information on the Office of Management and Budget "Histfund" account expenditures, distribution of selected expenditures for youth aged 18-24, sources and methods for estimating public expenditures for services to children in New York City and Houston, and data sources and methodology for study of equity in the distribution of federal funds and measures of equity for eight government programs. (KC)

ED 225 936 SO 014 553

The Youth Budget: Expenditures, Equity and Efficiency. Final Policy Report.

Columbia Univ., New York, N.Y. Conservation of Human Resources Project.

Spons Agency—National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—Oct 82

Contract—400-78-0059

Note—61p.; For a related document, see SO 014 552.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, *Children, Day Care, Disadvantaged Youth, Employment, *Federal Government, *Financial Policy, Health, Housing, *Human Services, Income, Justice, Quality of Life, Recreation, Research Methodology, Social Science Research, Statistical Data, Tables (Data), Young Adults, *Youth

Identifiers—New York (New York), Texas (Houston)

The federal government's financial commitment to children and youth since the mid-1960's is examined. Data were obtained from U.S. Bureau of Census reports and from relevant government agencies. The report focuses on trends in federal expenditures for youth, public expenditures for youth in Houston and New York City, equity in the distribution of federal funds for youth, and efficiency of delivery systems. Since the mid-1960's, the share of federal spending on youth has risen while their share of the population has fallen. Funding for income, education, nutrition, health, housing, child care, employment, recreation, and justice reaches youth through direct services, services to families, and services to the larger population. An examination of ESEA-Title I, Medicaid, Aid to Families with Dependent Children, food stamps, Headstart, vocational education, school lunch, and social security programs reveals inequities in services to poor children, however. Further, findings from an analysis of all public expenditures for youth in Houston and New York City indicate that the role of each level of government and the level of expenditures for youth services vary dramatically between cities. New York spending two times more per youth than Houston. Reasons for the wide variation center on lower expenditures per recipient and lower rates of participation. (KC)

SP

ED 225 937

SP 020 583

Anderson, William G., Ed. Barrette, Gary T., Ed. What's Going on in Gym: Descriptive Studies of Physical Education Classes. Monograph 1. Motor Skills: Theory into Practice.

Pub Date—78

Note—86p.

Available from—Motor Skills: Theory into Practice, 24 Taunton Lake Drive, Newtown, CT 06470 (\$3.00).

Pub Type—Information Analyses (070) — Reports - Research (143) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Environment, Elementary Secondary Education, Interaction Process Analysis, *Physical Education, *Physical Education Teachers, Psychomotor Skills, Sex Differences, *Student Behavior, Student Reaction, Student Teacher Relationship, *Teacher Behavior, Teacher Response, Teaching Methods, Verbal Communication, *Videotape Recordings

This monograph reports on the establishment of a videotape data bank designed to record activities in physical education classes for analyzing and describing teacher and student behaviors. The process of obtaining approximately 80 tapes of elementary and high schools classes and of developing procedures for efficiently describing what was contained on the videotapes is described. Introductory tables provide information on the videotaped classes by grade and sex and on the distribution of sport activities observed. Five descriptive studies are presented, each focusing on the topic selected for observation: student behavior; teacher behavior; teacher student interaction; augmented feedback; and pedagogical moves. Each chapter is prefaced with a discussion of the development of the descriptive system used in the study, followed by a narrative description of classroom events. Charts, tables, and graphs are used to illuminate data gathered from observation. The final chapter presents a synthesis of observations, focusing on three major themes which emerged from the study: (1) the pace at which things happen in the gymnasium; (2) the general model of teaching prevalent among the teachers; and (3) patterns of variability in the behavior of both teachers and students. (JD)

ED 225 938

Arnold, Ree K. Spaeth

Developing Sport Skills. A Dynamic Interplay of Task, Learner, and Teacher. Monograph 2. Motor Skills: Theory into Practice.

Pub Date—81

Note—80p.

Available from—Motor Skills: Theory into Practice, 24 Taunton Lake Drive, Newtown, CT 06470 (\$5.00).

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Athletics, Developmental Stages, Elementary Secondary Education, Learning Processes, *Motor Development, Movement Education, *Physical Education, Physical Education Teachers, *Psychomotor Skills, *Skill Development, Teacher Role, *Teaching Methods

This monograph on sport skill development: (1) raises questions concerning the teaching and learning of sport skills; (2) provides a general information base from which answers may be derived; and (3) identifies teaching strategies which appear to facilitate sport skill learning. The monograph's intent is to raise questions as well as to suggest answers, in order to provide a framework within which physical education teachers can examine sport tasks, learning processes, and teaching techniques. In the introduction, a review of the general approach and content concerning sport skill development discusses the need to re-examine teaching and illustrates the general approach to motor learning. The second chapter focuses on motor tasks and analysis of sport skills, including a review of motor skill taxonomies, and the definition and assessment of motor task skills. The learner and analysis of the learning process is the topic of the third chapter, which discusses an information-processing model, the relation of information processing to performance and learning, and factors influencing information processing ability. The fourth chapter discusses the teacher's role in facilitating skill development. Topics covered include learning stages and teacher responsibilities. (CJ)

ED 225 939

Morris, Arlene M., Ed.

Motor Development: Theory into Practice. Monograph 3. Motor Skills: Theory into Practice.

Pub Date—81

Note—78p.; Appendix 1 and list of references are marginally legible due to small print.

Available from—Motor Skills: Theory into Practice, 24 Taunton Lake Drive, Newtown, CT 06470 (\$5.00).

Pub Type—Collected Works - General (020) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Athletics, Children, Cognitive Processes, Competition, Curriculum Development, Elementary Education, *Motor Development, Movement Education, Physical Activities, *Physical Education, Physical Education Teachers, *Psychomotor Skills, *Skill Development

Eight papers present information about children's motor development and its application for program design. Jerry R. Thomas, Kathi T. Thomas, and Jere D. Gallagher discuss "Children's Processing of Information in Physical Activity and Sport." In "Toward Inclusion," G. S. Don Morris considers characteristics of children and of motor tasks with regard to program development and evaluation. Vern Seefeldt discusses "Equating Children for Sports Competition: Some Common Problems and Suggested Solutions." "How do Children Perceive the Sport Experience?" is the subject of a paper by Jerry R. Thomas and Jere D. Gallagher. Harriet G. Williams' paper describes "Neurophysiological Correlates of Motor Development: A Review for Practitioners." Jacqueline Herkowitz writes about "Developmentally Engineered Equipment and Playspaces for Motor Development and Learning." "Motor Performance and Anthropometric Screening: Measurements for Preschool Age Children," the seventh paper, is written by Arlene M. Morris, Anne E. Atwater, Jean M. Williams, and Jack H. Wilmore. In "From Theory to Practice: A Summary," Bob Pangrazi, Nonda Chomokos, and Debbie Massoney focus on key points of the papers and on their application to teaching. (CJ)

SP 020 589

ED 225 940

Saunders, Ron Watkins, J. Foster

Teacher Burnout/Stress Management Research: Implications for Teacher Preparation/Personnel Selection/Staff Development.

Pub Date—[80]

Note—20p.; Paper presented at the National Conference of the National Council of States on Inservice Education.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Change, *Economic Factors, Elementary Secondary Education, *Job Satisfaction, Staff Development, *Stress Variables, Student Behavior, Teacher Attitudes, *Teacher Burnout, Teacher Education, *Teacher Morale, Teaching (Occupation)

Identifiers—Huntsville City School System AL

The relationship between occupational stress and general stress and possible relationship among selected teacher personal and situational variables and the two types of stress was investigated. Subjects of the study were teachers in Huntsville, Alabama, a city of 145,000 with an industrial and agricultural economy. There was a return of 41 percent from 1,400 elementary and secondary school teachers who were given questionnaires and a survey. Three instruments were used: (1) a demographic questionnaire developed for the study; (2) the Clark Teacher Occupational Stress Factor Questionnaire; and the Every Personal Lifestyle Survey. Conclusions made from the study involve: (1) composition of the total teacher population in Huntsville; (2) results' applicability, on a national scale, with respect to career decision making concerns; (3) teachers' ambivalence relative to career decisions; (4) general and occupational stress; (5) teachers' economic concerns; (6) student behavior; (7) interpersonal relationships; and (8) personal and situational variables. Recommendations evolving from the study involve preservice and inservice training, selection of personnel, and future research possibilities. Tables reporting results of the data analysis and a sample of the questionnaire are appended. (JD)

ED 225 941

Tucker, Jan L.

Internationalizing Global Education: A Professional Priority for the 1980s.

Pub Date—May 82

Note—39p.; Paper presented at the National Conference on Professional Priorities: Shaping the Future of Global Education (Easton, MD, May 19-22, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developing Nations, *Economic Factors, Elementary Secondary Education, *Global Approach, Higher Education, *Intercultural Communication, International Educational Exchange, International Organizations, *International Programs, *International Relations, World Affairs, World Problems

The field of global education is being advanced by the development of programs for elementary, secondary, and university levels; the production and marketing of materials and classroom teaching strategies; and the creation of policy recommendations at national, state, and local levels. In addition, research efforts are underway. For the next level of development, global education needs to both deepen and broaden its perspectives to mature into a full-fledged domain of research and development. There is a need to reconstruct nation-centered education to fit a world where an ever-growing number of problems are beyond the capacity of individual nations to resolve. The framework for this cooperation has been developed by UNESCO and by other international organizations. Recommendations made for internationalizing global education involve the collection of information about global education, the creation of a professional organization, the meeting together of interested individuals in a major conference, and the development and creation of further opportunities to increase global awareness. Appended is the UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedom. (JD)

ED 225 942

SP 021 492

McIntyre, D. John

Field Experiences in Teacher Education: From Student to Teacher.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; Foundation for Excellence in Teacher Education, Washington, DC.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89333-029-9

Pub Date—Feb 83

Contract—400-78-0017

Note—60p.

Available from—Foundation for Excellence in Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 (\$6.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College School Cooperation, *Cooperating Teachers, *Field Experience Programs, Higher Education, Preservice Teacher Education, Professional Development, Program Effectiveness, Student Teacher Relationship, Student Teachers, *Student Teacher Supervisors, *Student Teaching, Teacher Educators, Teacher Evaluation, Teacher Influence, *Teaching Experience

A comprehensive analysis of literature on field experiences for the preservice teacher is divided into sections which focus on the: (1) influences of field experiences on the attitudes and behavior of preservice teachers; (2) roles of university student teacher supervisors and cooperating teachers; (3) structure of field experience programs and models; (4) evaluation of student teacher performance during field experience; and (5) assessment of the success of field experiences. A summary section includes the conclusion that field experience in teacher education is threatened by "the lack of commitment by higher education, the low status of clinical faculty, the lack of objective evaluation criteria, the loss of control to teacher unions and state legislatures, and the lack of relationship between field and campus study." In addition to 11 recommendations for improving field programs, descriptions of 17 exemplary field experience programs in the United States and Canada are appended, along with references. (JD)

ED 225 943

SP 021 509

Garrett, George W.

The Effect of Sex as a Variable in Teacher Perception.

Pub Date—[77]

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Locus of Control, *Self Concept, Self Evaluation (Individuals), *Sex Differences, Socioeconomic Status, *Teacher Attitudes, *Teacher Effectiveness, *Teachers, Teaching (Occupation)

A study of 373 teachers investigated sex as a variable affecting teacher perceptions. The study identified 20 factors which teachers perceived as affecting their performance. The factors were evenly divided between non-teacher-controlled and teacher-controlled. Teachers of both sexes agreed that skill in human relations was the most important factor affecting teaching success. An analysis of responses to non-teacher-controlled factors indicated that male teachers perceived the socioeconomic level of the students' families to be more important than did female teachers. Male teachers appeared to perceive success as resulting more from student performance, while female teachers perceived success as resulting more from teacher activity. Males also put a higher priority on being assigned more academically talented students. An examination of teacher-controlled factors indicated that female teachers put high emphasis upon possessing substantial knowledge of subjects taught, while males considered this moderately important. Female teachers also rated possessing an understanding of self and personal motives extremely high, while males rated the factor only moderately high. Findings revealed that females teachers place a high degree of importance on teacher-controlled factors in teaching success and have confidence in their ability to control their professional destiny. (JD)

ED 225 944

SP 021 545

Butler, E. Dean And Others

Impact of Professional Courses on Preservice Educational Personnel Attitudes Toward Major Aspects of American Education.

Pub Date—Apr 81

Note—37p.; Paper presented at the Regional Mini-Clinic of the Association of Teacher Educators (Carbondale, IL, April 10-11, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adoption (Ideas), *Attitude Change, Attitude Measures, Core Curriculum, *Education Majors, Foundations of Education, Higher Education, Mainstreaming, Multicultural Education, *Preservice Teacher Education, Program Development, Program Evaluation, *Student Attitudes, Teacher Education, Teacher Improvement

A research study addressed the question: "If new and different information about some aspect of reality can produce attitude changes, can this be empirically verified in the case of foundational studies in teacher education?" Four hundred ninety education students, during the first two weeks of their required education classes, responded to two attitude assessments: a questionnaire of 50 Likert-type items that sampled attitudes about American schools, multicultural education, human development, mainstreaming, and teacher education; and a semantic differential scale with 36 paired terms for obtaining attitudinal responses about American schools, mainstreaming, human development, and teacher education. Students answered the two questionnaires again at the end of the semester. A statistical analysis of responses supports the conclusion that, while course enrollments are associated with differing attitudinal responses on pre- and post-measures, the manner in which the specific courses influence these shifts in attitudes is not clear. Responses indicated attitude shifts in both desirable and negative directions. Support was found for the thesis that some attitudes are susceptible to change which can be detected over a brief span of time. Tables provide information on student responses to the questionnaires. (JD)

ED 225 945

SP 021 647

Project IMPACT. Improve Minimal Proficiencies by Activating Critical Thinking, Grades 7-12.

Orange County Dept. of Education, Santa Ana, Calif.

Pub Date—[81]

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, *Critical Thinking, Curriculum Design, Inservice Teacher Education, *Mathematics Education, Minimum Competencies, Parent Participation, Program Validation, *Reading Comprehension, *Remedial Programs, Secondary Education, Small Group Instruction, *Student Improvement

Identifiers—*Project IMPACT

The major goal of Project IMPACT (Improve Minimal Proficiencies by Activating Critical Thinking) is to improve student achievement on district tests of basic skill competency. The program seeks to improve student performance on tests requiring critical thinking with emphasis on reading and mathematics. Students involved in Project IMPACT work in a structured environment that accommodates individual styles of learning and are involved in learning tasks that move from the concrete to the abstract. This monograph provides information on: (1) the organization of IMPACT and curriculum materials included in the IMPACT kit; (2) classroom instructional activities; (3) implementation requirements (staffing, staff development, inservice training, technical assistance, cost and availability of materials); (4) history of IMPACT and evaluation procedures used in validating the program; (5) time line for installing the program; (6) addresses of schools or districts that have adopted the IMPACT program; (7) funding sources; and (8) a bibliography. (JD)

ED 225 946

SP 021 649

Sigurdson, Sol E.

Two Years on the Block Plan. Meeting the Needs of Junior High School Students. Final Report, 1982.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.; Edmonton Public School Board (Alberta).

Pub Date—Oct 82

Note—50p.; For related documents, see ED 212 623-625.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Cooperative Planning, Flexible Scheduling, Foreign Countries, Grade 7, Junior High Schools, Parent Attitudes, Parent Teacher Cooperation, Program Effectiveness, *Remedial Programs, *Student Attitudes, *Student Teacher Relationship, Teacher Response, *Team Teaching, Transitional Programs

Identifiers—*Block Plan, Canada

Second-year results of the Block Plan, initiated in the seventh grade of a large junior high school in Alberta, Canada in 1980, indicate that the program is successful. The Block Plan uses the concept of a pair of teachers being assigned to two classes for the homeroom period plus four academic core courses—language arts/social science and mathematics/science. Main features of the Block Plan include flexible scheduling, joint planning by teachers, special attention to the teacher's role in student counseling and reading, use of community resources, integrating subject areas, and the use of a differentiated support option for remedial coursework. The Block Plan was designed to overcome problems that students encounter in making the transition from an elementary school to a large junior high school. In both years, students in the Block Plan showed better attitudes toward school, schooling, and their class than did the control group. While this attitude change was indicated by the total population, the bottom 35 percent of students seemed to be affected the most. The improved attitude seemed to stem from an improved relationship with the teachers, especially in the second year. The total group, in both treatment years, showed higher gains in all achievement areas than did the control group, while average and better students in the treatment group did less well than the control group in language arts. Teacher satisfaction in the Block Plan was very high, and parent reaction was also positive. It was concluded that, if the Block Plan were modified to give more help to the average and better students in language arts, it would be superior to the departmentalized instructional organization. (JD)

ED 225 947

SP 021 652

Verdecchio, Ronald P. And Others

The George Washington Junior High School Staff Development Model.

Pub Date—Nov 82

Note—23p.; Paper presented at the Annual Conference of the National Council of the States on Inservice Education (7th, Atlanta, GA, November 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Literacy, *Cooperative Planning, Individual Needs, *Inservice Teacher Education, Junior High Schools, Needs Assessment, Principals, Problem Solving, *Program Development, *Staff Development, Teacher Improvement, Teacher Participation

The staff development model at George Washington Junior High School (Ridgely, New Jersey) recognizes teachers' personal needs and administrators' institutional needs, and deals with those needs via the staff development process at the building level. Prior to planning inservice programs, needs assessment was conducted by the principal and seven faculty members by using an open-ended questionnaire to poll teachers' perceived staff development needs and reactions to the previous year's activities. Also identified were board of education and local school goals and assessed resources. Activities developed in response to these assessments included a human relations program continued from the previous year, a curriculum-based program, and a program that was managerial in focus. Also, an inservice program was developed to improve computer literacy, a concern of both teachers and administrators. Graphs are presented illustrating inservice needs identified by the teacher opinionnaire, and a copy of the questionnaire evaluating the

efficacy of the computer training inservice program is appended. (JD)

ED 225 948 SP 021 689

English, Fenwick W., Ed.

Fundamental Curriculum Decisions.

Association for Supervision and Curriculum Development, Alexandria, Va.

Report No.—ISBN-0-87120-117-8

Pub Date—83

Note—184p.; Prepared by the ASCD 1983 Yearbook Committee.

Available from—Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (Stock Number 610-83290).

Pub Type—Books (010) — Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Design, *Curriculum Development, *Curriculum Evaluation, *Curriculum Problems, *Curriculum Research, Educational Objectives, Educational Philosophy, Educational Theories, *Educational Trends, Elementary Secondary Education, Needs Assessment, Program Implementation

This yearbook provides a readable, usable, and practical summary of the most commonly applied elements of curriculum development on the contemporary educational scene. Separate chapters discuss:

- (1) "Contemporary Curriculum Circumstances" (Fenwick W. English); (2) "Curriculum Thinking" (George A. Beauchamp); (3) "Curriculum Content" (B. Othanel Smith); (4) "Goals and Objectives" (Ronald S. Brandt and Ralph W. Tyler); (5) "Needs Assessment" (Roger A. Kaufman); (6) "Curriculum Planning" (Arthur W. Steller); (7) "Curriculum Design" (George A. Beauchamp); (8) "Curriculum Politics" (Glenys G. Unruh); (9) "Selecting Learning Activities" (Doris T. Gow and Tommye W. Casey); (10) "Curriculum Implementation" (Susan F. Loucks and Ann Lieberman); (11) "Curriculum Research and Evaluation" (Frederick A. Rodgers); and (12) "Curriculum as a Field of Practice" (Elizabeth Vallance). (CJ)

ED 225 949 SP 021 705

An Initial Assessment of Year Two Activities.

Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.

Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Jan 81

Note—43p.; For related documents, see SP 021 706-717.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College School Cooperation, Curriculum Development, Discipline, Educational Environment, Elementary Secondary Education, *Inservice Teacher Education, *Participant Satisfaction, *Program Development, *Program Evaluation, Reading Instruction, Schools of Education, Student Motivation, *Teacher Attitudes, Teacher Participation, *Teacher Workshops

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

This report describes and assesses second-year activities of the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project. Planning and implementation procedures related to staff development courses and workshops at elementary, junior, and senior high schools are the focus of this initial assessment. Assessments of the following on-site staff development activities are provided: (1) credit courses on curriculum development and content area reading; and (2) workshops on motivating readers, effective discipline, and student motivation and attitudes. Course objectives and content are outlined. Assessment instruments, designed to provide feedback from those who planned and those who participated in the activities, are discussed. Findings and conclusions cite the high ratings achieved by the program. Appended are the assessment instruments and the workshop and course evaluation results. (FG)

ED 225 950 SP 021 706

School Staff Perceptions of Changes in "School Climate." December 1979-December 1980.

Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.

Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Jan 81

Note—23p.; For related documents, see SP 021 705-717.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Decision Making, Discipline, *Educational Environment, Elementary Secondary Education, *Inservice Teacher Education, *Needs Assessment, Parent School Relationship, *Staff Development, Stress Variables, Student Attitudes, *Teacher Attitudes, Teacher Morale, Teaching Conditions

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

A report is given on perceived improvements in overall school climate resulting from staff development activities initiated in response to a needs assessment survey distributed in December 1979 to the staffs of three elementary schools, one junior high school, and two senior high schools in Springfield, Ohio. Information is given on: (1) priority needs identified for each school (student respect, parent support, better teacher administrator relationships, counselor involvement in discipline, community satisfaction and pride, positive student attitudes); (2) staff development goals and activities formulated to meet these needs; and (3) school staff development activities, conducted between March 1 and December 31, 1980, which were designed to improve areas most in need of change. The development of the needs assessment instrument used in the project, and subsequently refined for analysis at the conclusion of the year, is described. Tables present statistics on paired need indices for items in the new assessment instrument which matched the original instrument, and differences and percentages for pairs of identified school climate needs assessment indices. Greatest perceived improvements are listed for each school. A sample of the needs assessment survey is attached, as are selected comments from staff members on the most positive changes observed. (JD)

ED 225 951 SP 021 707

Student Motivation in Reading Activities: An

Assessment of Teacher Corps Intervention Activities at Holland Elementary School. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.

Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Mar 81

Note—27p.; For related documents, see SP 021 705-717.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Childrens Literature, Elementary Education, *Inservice Teacher Education, *Language Arts, Participant Satisfaction, *Program Evaluation, *Reading Instruction, Staff Development, *Student Motivation, Teacher Attitudes, *Teacher Interns

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

Intervention activities in reading and language arts, designed and implemented by the Teacher Corps program at Holland Elementary School (Springfield, Ohio), are described and evaluated. Activities performed by teacher interns included introducing and distributing books; reading stories and poems; constructing learning centers; and planning and carrying out activities that involved reading contests, writing, songs, celebrations, and presentations which required creative input from students. Workshop sessions, focusing on reading motivation, were also presented for the school staff. To validate the impact of these staff development activities, four sets of data were assembled and analyzed: (1) feedback from staff regarding intern activities; (2) parent and student responses to a mail survey; (3) reading interest inventories administered to primary and intermediate elementary students in three elementary schools; and (4) feedback from workshop participants. It is concluded that the school intervention activities conducted at the ele-

mentary school had a positive impact on the students, the school staff and reading program, and on the interns. Results of the feedback from the Holland staff are discussed. Attachments include samples of survey instruments used in the program and tables of survey results. (JD)

ED 225 952 SP 021 708

An Assessment of Winter 1981 Staff Development

Activities. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.

Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Mar 81

Note—33p.; For related documents, see SP 021 705-717.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, College School Cooperation, *Curriculum Development, Diagnostic Teaching, Discipline, Educational Environment, Elementary Secondary Education, Inservice Teacher Education, Mainstreaming, Mathematics Instruction, *Participant Satisfaction, *Program Development, Program Evaluation, Schools of Education, Staff Development, *Teacher Attitudes, *Teacher Education Programs, Teacher Participation, *Teacher Workshops

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

This report describes and assesses the effectiveness of activities conducted by the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project during the winter of 1981. On-site staff development activities provided at elementary, junior, and senior high schools are described: (1) two credit-bearing courses on multicultural education and on educating mainstreamed students in the least restrictive environment; and (2) a workshop for two elementary schools on basic skills and diagnostic-prescriptive instruction in mathematics. Participants in two curriculum committees, which were set up to identify tasks in the construction of objectives-based elementary and secondary reading and mathematics instruction, are also listed. Project assessment instrument and procedures are outlined, and conclusions based on participant responses are noted. Appended are copies of the course and workshop assessment instruments, with responses in tabular form. (FG)

ED 225 953 SP 021 709

School Climate and Teacher Stress. Final Report

of the Ohio Teacher Institute (1980-81).

Toledo Univ., Ohio. Coll. of Education.

Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Mar 81

Note—49p.; For related documents, see SP 021 705-717.

Pub Type—Reports - Evaluative (142) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Environment, Elementary Secondary Education, *Inservice Teacher Education, *Institutes (Training Programs), *Participant Satisfaction, Program Evaluation, Staff Development, *Stress Variables, *Summer Programs, Teacher Improvement, Teacher Morale, Teacher Workshops, Teaching Conditions

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

A final report is presented on a summer institute designed to introduce teachers to concepts and techniques for understanding and addressing problems of school climate and teacher stress at four levels: (1) the individual professional; (2) the school area; (3) the classroom; and (4) the individual student. Sections of this report present information on the summer institute's rationale and outcomes, summer and fall program activities, institute staff, participant evaluation and pre/post-test results, external evaluation, implementation activities and school climate study, and a final budget summary. Also described are sessions focusing on identifying factors that contribute to stress, coping with stress, realizing the impact of stress on personal and professional life, cooperating with colleagues to reduce stress factors, and techniques for dealing with disruptive students. Appendixes include: (1) participants' daily program evaluations for the 10 summer sessions and 5 fall follow-up sessions; (2) copies of the external evaluator's preliminary and final reports; (3) copies of the implementation activity and

response formats; and (4) a final budget summary. (JD)

ED 225 954 SP 021 710

An Assessment of Spring 1981 Staff Development Activities. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.
Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Jul 81
Note—34p.; For related documents, see SP 021 705-717.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Classroom Techniques, College School Cooperation, Curriculum Development, Discipline, Educational Environment, Elementary Secondary Education, *Inservice Teacher Education, Multicultural Education, *Participant Satisfaction, *Program Development, Schools of Education, *Staff Development, *Teacher Attitudes, Teacher Participation, *Teacher Workshops, Teaching Skills

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

This report describes and assesses the effectiveness of activities conducted by the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project. On-site staff development activities provided to elementary, junior, and senior high schools are described: (1) two credit-bearing courses on teaching strategies for multicultural education and junior and senior high school teachers; and (2) separate workshops for high school teachers and administrators on improving school climate. Curriculum committees, established to identify tasks involved in creating an objectives-based program for elementary and secondary level mathematics and reading instruction, are also noted. Program assessment instruments and procedures are explained, and findings are appended in tabular form. It is concluded that participant feedback indicates a very high degree of achievement of established objectives and a very high degree of participant satisfaction. (FG)

ED 225 955 SP 021 711

A Learning Laboratory Model: Teacher Corps Intervention Activities at Springfield Junior High School. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.
Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Sep 81
Note—38p.; Some of the appended pages contain broken type and will be marginally legible. For related documents, see SP 021 705-717.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Junior High Schools, *Learning Laboratories, *Low Achievement, Mathematics Instruction, Parent Participation, Program Evaluation, Reading Instruction, *Remedial Programs, *Student Improvement, Student Motivation, *Teacher Interns

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

This report: (1) describes the operation of a junior high school learning laboratory for low achieving students; and (2) presents findings and conclusions of an assessment of its impact. Seventh and eighth grade students with average abilities but with failing marks in mathematics, social studies and science, and reading were participants. These students were not receiving special assistance through other remedial programs. Teacher Corps interns worked under the guidance of supervisory team leaders, and were responsible for creating an attractive learning environment, acting as liaison between the lab and the students' teachers, and writing individual objectives for students. Students were assigned to a 4-hour block in the laboratory, which was headed by a school faculty member, and time was provided for teachers to meet with students to reinforce personal relationships and review student progress. Descriptions are given of specific responsibilities of the interns and supervisors and of special events carried out in the lab. Tables present data on: (1) student schedules; (2) student absences by grading period; (3) student assignments; (4) pre- and post-test grade level scores on reading, spelling, and mathematics; (5) final grades by subject; (6) intern supervisory

feedback; (7) general staff feedback; and (8) students' academic and attitudinal changes perceived by teachers. A synthesis of material contained in the tables is presented. Comments and opinions on the lab from participants and parents are included. (JD)

ED 225 956 SP 021 712

The School Playground and School Climate: Project Intervention Activities at Crissey Elementary School. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.
Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Sep 81
Note—19p.; For related documents, see SP 021 705-717.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Community Involvement, *Educational Environment, Elementary Education, Physical Activities, *Playground Activities, *Recreational Facilities, Safety, Student Behavior, Student Motivation, Supervisory Training, *Teacher Interns

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

At the Crissey Elementary School (Ohio), project intervention activities by Teacher Corps interns focused on student playground-related behaviors and activities. Primary responsibility for identified kinds of activities was assigned to the interns: (1) playground program; (2) community involvement; (3) special events; and (4) classroom activities. The playground program included organizing students to use existing equipment and games appropriately. Community involvement focused primarily on fixing up the playground and existing equipment and on adding some new equipment. Two special events were an after-school volleyball game for the school staff and interns, and a square dance for the sixth grade students. Classroom instructional activities, in addition to "class meetings," included a 4-day unit on safety to and from school for kindergarten through third grade students and a 3-day unit on cooperation for fourth through sixth grade students. "Class meetings" were conducted by the interns to stimulate school pride and give positive direction for student and staff enthusiasm. Student and staff comments on the program and staff assessments of individual intern performance indicate that the project was viewed positively and enthusiastically by students and staff. (JD)

ED 225 957 SP 021 713

An Assessment of Summer-Fall 1981 Staff Development Activities. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.
Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Jan 82
Note—24p.; For related documents, see SP 021 705-717.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Educational Environment, Educational Testing, Elementary Secondary Education, Inservice Teacher Education, Mainstreaming, *Participant Satisfaction, Program Evaluation, Schools of Education, *Staff Development, *Teacher Attitudes, Teacher Participation, *Teacher Workshops

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

This report describes and assesses the effectiveness of activities conducted by the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project. On-site staff development activities provided for elementary and secondary school teachers are described: (1) two credit-bearing courses on alternative education programs for mainstreamed students and testing for reading and mathematics skills; and (2) workshops addressing computer-managed strategies in mathematics instruction, content area reading, and individualized instruction. Assessment instruments and participant responses are discussed. Six conclusions regarding participant satisfaction with the staff development activities are reported. Tables are appended which show course and workshop responses to the evaluation instruments. (FG)

ED 225 958 SP 021 714

An Assessment of Winter 1982 Staff Development Activities. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.
Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Apr 82
Note—19p.; For related documents, see SP 021 705-717.

Pub Type—Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, College School Cooperation, Curriculum Development, Elementary Secondary Education, *Inservice Teacher Education, Language Arts, *Participant Satisfaction, *Program Development, Program Evaluation, Reading Instruction, Schools of Education, *Staff Development, *Teacher Attitudes, Teacher Participation, *Teacher Workshops

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

This report describes and assesses the effectiveness of activities conducted by the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project. On-site staff development activities provided to staff at elementary, junior, and senior high schools are described: (1) two credit-bearing courses on elementary and secondary level instruction in language arts and reading; and (2) a workshop/inservice day. Participation, assessment procedures, and findings are discussed. The Likert-type evaluation instruments are attached. (FG)

ED 225 959 SP 021 715

Teaching Reading in the Content Areas: Summary and Assessment of Project Intervention at Springfield High School. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.
Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Apr 82
Note—15p.; For related documents, see SP 021 705-717.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, *Content Area Reading, Directed Reading Activity, Educational Environment, High Schools, *Inservice Teacher Education, Parent Participation, *Peer Teaching, Reading Centers, *Staff Development, Teacher Developed Materials, *Teacher Interns, *Tutoring

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

In fall 1981, three Teacher Corps interns worked with high school students to improve their abilities in content area reading. The interns worked directly with content area teachers and their students on a tutorial basis, each intern assuming responsibility for an identified content area—social studies, mathematics, and English. The interns made bulletin boards, participated in meetings with school staff, prepared news releases, made a presentation to the School Board, and conducted research. They also constructed instructional materials (learning center and skill development guides), participated in district and county school inservice programs, and worked with parents/citizen volunteer groups. They participated in school activities, acted as resource guests in some classrooms, and conducted some classes on their own. Interns submitted brief essays identifying their principal contributions to the high school, the most important "lesson" learned from the intervention experience, and some modifications which might be made if the intervention were repeated. Review of the intervention and assessment findings indicate that the high school reading teacher might work directly with content area teachers to model teaching behaviors, provide consultant assistance, and develop and disseminate instructional materials. It was also indicated that establishing a system of peer tutoring could be valuable. Attachments present information on a summary of student and teacher feedback, and comments from the interns. (JD)

ED 225 960 SP 021 716

Summary and Assessment of Spring 1982 Staff Development and Overview of 1980-82 Staff Development Assessments. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.
Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Jul 82

Note—23p; For related documents, see SP 021 705-717.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, College School Cooperation, Computer Literacy, Course Objectives, Curriculum Development, Elementary Secondary Education, *Inservice Teacher Education, Mathematics Instruction, Multicultural Education, *Participant Satisfaction, Program Evaluation, *Staff Development, *Teacher Attitudes, Teacher Participation, *Teacher Workshops

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

This report describes and assesses the effectiveness of activities conducted by the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project. On-site staff development activities provided at elementary, junior, and high schools are described: (1) a credit-bearing course on multicultural literature; and (2) workshops dealing with problem-solving in mathematics and computer literacy. Course and workshop goals and content are outlined. Project assessment procedures, based on Likert-type evaluation instruments, are summarized, and the positive nature of the responses is discussed. (FG)

ED 225 961 SP 021 717

Math "Hotline" and Other Activities: Assessment of Project Intervention at Dorr St. School. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.

Toledo Univ., Ohio. Coll. of Education.
Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Nov 82

Note—41p; For related documents, see SP 021 705-716.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acceleration (Education), *Class Activities, Elementary Education, Homework, *Inservice Teacher Education, *Mathematics Instruction, Parent Participation, *Program Evaluation, *Staff Development, Student Motivation, *Teacher Interns

Identifiers—Teacher Corps, University of Toledo Springfield Local Schools Pro

An intervention project by Teacher Corps interns in an elementary school was designed to improve student performance in mathematics. Activities carried out by the interns included: (1) construction of a school facade replica reflecting student achievement of identified math curriculum objectives, kindergarten through sixth grade; (2) preparation and presentation of a mathematics unit and study involving use of calculators by fifth-grade students and provision of special mathematics activities for accelerated sixth-grade students; (3) operation of a "Math Hotline" one evening per week to assist students and parents with homework; (4) preparation of mathematics activities and materials for interested students during lunch periods; and (5) planning and conducting a week of special events designed to enhance school spirit, in general, and student and staff motivation in math, in particular. In addition, a series of workshop sessions was conducted for all district elementary teachers. Appendix A presents a summary of feedback from the school staff on intern activities. Appendix B presents specific mathematics objectives for each of the grades from kindergarten through sixth grade. (JD)

ED 225 962 SP 021 722

Parrish, Bert

A Physical Education Teacher's Primer to Reading. Supplemental Material for RDG 467, RDG 480, RDG 507, and RDG 544.

Arizona State Univ., Tempe. Coll. of Education.
Pub Date—[80]

Note—103p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Athletics, *Content Area Reading, *Language Skills, *Physical Education, Reading Comprehension, Reading Material Selection, *Reading Skills, Secondary Education, Student Evaluation, Student Interests, Student Motivation, *Teaching Methods, *Vocabulary Development

This handbook was developed to help secondary school physical education teachers to encourage and promote reading in their programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing upon interest in sport, and on ways teachers can reinforce vocabulary and comprehension skills. An introduction and the second section present reading and physical education goals and language coping skills. The third section presents sample interest and attitude inventories and evaluation tests which may be used to assess the reading abilities, interests, and attitudes of students. Guidelines for the selection of appropriate instructional materials are presented in the fourth section. Activities designed to improve vocabulary skills during discussions about physical education are described in the fifth section. Examples of vocabulary games are included. The sixth section describes successful techniques for improving reading comprehension. In the seventh section, alternative reading assignments for home study are discussed and suggestions are made for library work, reporting on sports television viewing, and critical analysis of sports coverage in newspapers. The eighth section describes techniques to stimulate reading, and the ninth section contains a bibliography of books on athletics and a listing of current periodicals on sports. (JD)

ED 225 963 SP 021 724

Washington Teacher Preparation and Certification Regulations (WAC 180-75, WAC 180-78, and WAC 180-79).

Washington State Board of Education, Olympia.
Pub Date—[80]

Note—28p; For related document, see SP 021 796.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accreditation (Institutions), Advisory Committees, Agency Cooperation, Evaluation Criteria, Higher Education, Program Development, Program Evaluation, *State Boards of Education, *State Standards, *Teacher Certification, Teacher Education, *Teacher Education Programs

Identifiers—*Washington

Three chapters set forth the regulations of the Washington State Board of Education that relate to teacher preparation and certification. General certification provisions incorporated in chapter WAC 180-75 include rules on: (1) equivalency of standards; (2) appeal procedures; (3) certificate revocation and notification of revocation; (4) certificate validity; (5) certificates required for educational staff; (6) types of certificates; (7) certificate replacement; (8) application for certification and certification fees; (9) educational experience acceptable for certification; (10) citizenship requirements; (11) general requirements; (12) alien permits; and (13) certification of out-of-state personnel. The second chapter, WAC 180-78, on professional preparation programs, presents procedures, standards, and criteria to be used in the development and approval of preparation programs offered by institutions of higher education in Washington leading to teacher, school administrator, and educational staff associate (school specialized personnel) certification. The third chapter, WAC 180-79, describes the various certificates which must be held as a condition of employment in Washington as well as the conditions and procedures governing issuance and retention of those certificates. (JD)

ED 225 964 SP 021 727

Livingstone, D. W. And Others

Public Attitudes toward Education in Ontario, 1982. Fourth OISE Survey. Informal Series/51. Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-5062-2

Pub Date—82

Note—80p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$7.95).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Access to Education, Curriculum, *Educational Attitudes, Educational Change, Educational Finance, *Educational Quality, *Educational Trends, Education Work Relationship, Elementary Secondary Education, Foreign Countries, Majority Attitudes, Public Education, *Public Opinion, *Relevance (Education), State Surveys

Identifiers—Canada, *Ontario

Results of the Ontario Institute for Studies in Education 1982 Survey, intended primarily to offer ongoing profiles of mass attitudes on major issues of current educational reform, are reported. In addition to documenting trends in public support for general curricular and financing options, the survey focuses on attitudes towards alternative ways of relating schooling to the work world. The results of 1050 interviews with adults are reported in seven chapters: (1) Public Satisfaction and Educational Funding; (2) Accessibility of Educational Services; (3) Educational Decisions: Who and When?; (4) Perceptions of the Labour Market: Education, Skill Requirements, and Unemployment; (5) Preparing for Work: Preferred Curricular Objectives for the High School; (6) Linking the High School and the Workplace; and (7) Conclusion: Faith in Education and Economic Crisis. Fifty-four tables accompany the text. The first appendix contains information on sampling procedures, and the second appendix contains the survey questionnaire. (CJ)

ED 225 965 SP 021 728

Clatworthy, F. James

Homer T. Lane's Legacy of Self-Government: An Inquiry into Organizational Synecology at the Boys Republic, 1909-1982.

Pub Date—5 Nov 82

Note—33p; Paper presented at the Conference of the American Educational Studies Association (Nashville, TN, November 5, 1982).

Pub Type—Historical Materials (060) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, *Adolescents, Citizenship Education, Clinical Psychology, Correctional Education, *Correctional Institutions, Delinquency, Democratic Values, Discipline, Educational History, Educational Innovation, Institutionalized Persons, Males, Organizational Change, Problem Children, Secondary Education, Self Control, Self Determination, Self Esteem, Social Values, *Superintendents

Identifiers—*Boys Republic, *Lane (Homer T)

In the spring of 1907, Homer Lane began his work with institutionalized problem boys when he became superintendent of the Boy's Home and d'Arcambal Association in Farmington Hills, Michigan. The program Lane developed at the school was geared toward building the boys' self-respect and self-reliance and toward giving them an opportunity to practice self-restraint through self-government. Lane regarded the school not as an institution but as a community of individuals forming a commonwealth, with a constitution serving as a compact between them. This paper traces the development of the institution, later called the Ford Republic and now known as the Boys Republic, both as an educational facility and as an organization. Gradual changes in the educational theories and practices of subsequent superintendents are described and analyzed, including the school's movement away from a self-governing family and work-training facility to a residential treatment facility. Sections in this paper discuss: (1) the genesis of Lane's idea of self-government; (2) the post-Lane years at the Boys Republic; (3) the contemporary organizational treatment philosophy; and (4) a comparative analysis between Lane's Boys Republic and A. S. Neill's "Summerhill" (Great Britain). A comparative analysis also is made of the characteristics of the school as it was originally conceived by Homer Lane and its present organizational and philosophic characteristics. (JD)

ED 225 966 SP 021 729

Clatworthy, F. James

Toward a New Paradigm in Staff Development: Transformational Leadership.

Pub Date—20 Oct 82

Note—14p; Paper presented at the National Conference of the Staff Development Council (Detroit, MI, October 20, 1982).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive

(141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Planning, *Decision Making, Elementary Secondary Education, *Holistic Approach, Integrated Activities, *Participative Decision Making, *Policy Formation, Problem Solving, *Staff Development
Identifiers—*Transformational Leadership

Transformational leadership, an innovative learning model, grows out of the recognition that the learner's coordinate system is influenced by a variety of time, place, and person variables. The concept of a tetrad, which graphically illustrates this model, is symbolized by an equilateral triangle within a larger equilateral triangle with the base on the top and the apex at the bottom, thus creating four equal triangles within the perimeter of the model. The tetrad concept is useful in dealing with highly divergent problem situations in human organizations where there are a wide range of values, experiences, personalities, and styles of leadership. In forming a human potentiality model for staff development, the tetrad's central triangle bears the label "development"; the three adjacent triangles represent the concepts of democracy, community, and humanism. The process of transformational leadership begins with the premise of the potentiality tetrad as a general guide. All stakeholders in the educational organization meet to discuss how they would interpret the interactions of the concepts within the tetrad and what specific interpretations they would add. It is the democratic participatory nature of the process which moves the whole policy guidance system through its humanistic and community aspects and into the developmental phase as various levels are coordinated; diversity recognized and reconciled; and the goal of development for individuals, group, or community is both internalized and eventually externalized. (JD)

ED 225 967 SP 021 730
 Pittman, Sherry I.

A Cognitive Ethnography and Quantification of a First Grade Teacher's Selections of Strategies to Manage Students.

Pub Date—Jan 83
Note—39p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27-29, 1983).
Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavior Problems, Classroom Communication, *Classroom Techniques, *Cognitive Processes, Decision Making, *Discipline, Elementary Education, Elementary School Teachers, Ethnography, Grade 1, Planning, Student Behavior, Student Characteristics, Student Teacher Relationship, *Teacher Attitudes, *Teacher Response

Results of an ethnographic study indicate that one elementary school teacher's management plan reflects interaction between teaching goals, strategies which are hierarchically arranged, and the selection criteria she considers relevant. Selection criteria include teacher beliefs about the student's personality, the student's level of required supervision, the relative intentionality and disruptiveness of the student's behavior, if the student's behavior is isolated or repeated, and if the student's behavior is improving. Once all the possibilities for action are considered, a repertoire of management strategies is produced reflecting the teacher's goals and beliefs. A technique for testing the data indicates an accuracy rate of 92 percent for predicting the teacher's selections of management strategies during another school year. Results suggest that, if a teacher has a plan in mind, it is possible to select management strategies during interactive teaching with student outcomes in mind. (Author/JD)

ED 225 968 SP 021 733
 Semple, Patricia M. Semple, Edward E., Jr.
Verbal Cues & Mediation Training: A Strategy for Teaching Motor and Cognitive Skills.

Pub Date—83
Note—11p.
Pub Type—Reports — Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, *Cues, Elementary Secondary Education, *Mediation Theory, *Psychomotor Skills, Skill Development, *Teaching Methods, *Verbal Stimuli
 Through the years, motor skills have been taught by having students practice motor responses as the

teacher verbally cued and corrected them. This teaching strategy may work in the long run, but it costs teachers an enormous amount of unnecessary time. Verbal cues and mediation training comprise a short cut process that allows for quicker learning and longer retention of skills. The nine steps to the verbal cues and mediation training process are: (1) task analysis; (2) preparation; (3) introduction of the skill; (4) demonstration; (5) student talk-teacher (students talk teachers through the skill); (6) student talk-student (students talk other students through the skill); (7) questions; (8) practice; and (9) review. These same processes apply to other cognitive learning besides motor skill learning. Research indicates that use of the verbal cues and mediation training process increases motor and cognitive skill achievement when compared to traditional teaching of the same skills. Additional large scale research on this process needs to be completed to determine the strength and validity of the method. (CJ)

ED 225 969 SP 021 738

Wright, Barbara L.
The Instructional Behaviors, Class Content, and Class Organization of Movement Educators: Relationship to Movement Education Theory and Comparison to Traditional Practice.

Pub Date—Dec 82
Note—26p.; Paper presented at the Conference of the Ohio Association for Health, Physical Education, Recreation and Dance (Columbus, OH, December 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Organization, Classroom Techniques, *Course Content, Interaction Process Analysis, *Movement Education, *Physical Education, *Physical Education Teachers, Primary Education, Student Behavior, Student Reaction, Student Teacher Relationship, *Teacher Behavior, Teacher Response, *Teaching Methods, Videotape Recordings

A study investigated and compared the instructional behaviors, class content, and class organization of kindergarten and first grade movement educators and traditional physical education teachers. Literature on this topic suggests that movement educators focus on indirect teaching methods, non-traditional classroom settings, student involvement, and a hierarchical curriculum based on Laban's motion factors (understanding and experimentation in relation to the elements of weight, flow, time, and space). Traditional programs in physical education are characterized by direct teaching methods, drills, development of sport skills, and large group activity. For the study, each of eight movement educators and five traditional physical education teachers was videotaped twice in instructional settings. Tapes were analyzed to determine the degree to which the lesson's content was or was not movement-oriented. Tapes were then coded to describe instructional behaviors, student behaviors, and class organizational patterns. The Cheffer's Adaptation of the Flander's Interaction Analysis System (CAFAS) was used to describe student-teacher interaction. Findings indicated that movement educators stressed more divergence, creativity, experience with the dimensions of movement, cognitive understanding of movement, and self-direction than did traditional teachers. No significant difference was found in class organization. (JD)

ED 225 970 SP 021 740

Imig, David G.
An Examination of the Teacher Education Scope: An Overview of the Structure and Form of Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date—Sept 82

Note—28p.; Paper presented at the Airlee House Conference on Teacher Education and Special Education (Washington, DC, September 10-11, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accreditation (Institutions), College Faculty, Delivery Systems, Educational Legislation, *Educational Trends, Federal Aid, Futures (of Society), Higher Education, Inservice Teacher Education, *Institutional Characteristics, Preservice Teacher Education, *Program Evaluation, *Program Improvement, *Schools of Education,

Teacher Certification, *Teacher Education, Teacher Education Programs, Teacher Supply and Demand

This paper presents an overview of the current state of teacher education in the United States and identifies a series of issues for action. Topics addressed include: (1) the function and form of higher education institutions offering education programs; (2) characteristics of education faculties; (3) student enrollment; (4) job placement of education graduates; (5) teacher supply and demand; (6) components of teacher education programs; (7) extended programs; (8) educational resources; (9) responsiveness of schools and departments of education to preservice education needs; (10) inservice professional development; (11) accreditation, certification, and program evaluation; (12) issues confronting professional education during the coming decade; and (13) questions which warrant the attention of both public policy makers and education professionals. Issues cited in this area are concerned with upgrading the quality of education students and teachers, inservice training, improvement of certification and evaluation, the social mission of teachers, public support of teacher education, and the development of a supportive professional climate. A bibliography is appended. (JD)

ED 225 971 SP 021 744

Havelock, Ronald G. And Others
School-University Collaboration Supporting School Improvement. Volume IV. Comparison and Synthesis of Three Cases.

American Univ., Washington, D.C. Center for Technology and Administration.
 Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82
Contract—400-79-0063
Note—365p.; For related documents, see ED 210 260-262.

Pub Type—Reports — Evaluative (142)
EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*College School Cooperation, Educational Improvement, Higher Education, Information Systems, *Inservice Teacher Education, *Institutional Cooperation, Networks, Organizational Communication, Regional Cooperation, School Community Relationship, *School Districts, *Schools of Education, Staff Development, *Teacher Centers

Three case studies were made of collaborative networks involving one university and surrounding school districts. One involved a well established network developed by a private university, while two others were associated with state universities. Of these two, one involved bilateral relations between the college of education and each of five counties to establish a teacher center for which there would be shared governance and financial support; the other involved the creation of a federation of teacher centers, many associated with small state colleges, and loosely coordinated by an office at the state university. This report presents a comparison and synthesis of these three cases. Part one describes the design and functions of school-university collaboratives. The background and scope of the present study are described in part two, and the methodology of the study is explained in part three. In part four, a history of the development of the collaboratives is traced. Part five describes the initial operations of the collaboratives and notes their present configurations. Organizational relationships are presented in the sixth part. An analysis and summary of their outcomes is offered in part seven. A causal analysis of the work of the collaboratives is presented in part eight. The ninth part examines the conclusions reached in the study on the nature of interorganizational arrangements, and the tenth part lists implications from the study. It is concluded that productive school-university collaboratives can be established economically, yielding substantial benefits to both participants. (JD)

ED 225 972 SP 021 748

Hockman, Elaine And Others
Teacher Center Leaders: In the Vanguard of Third Wave People. Final Report.

American Federation of Teachers, Washington, D.C. Teacher Center Resource Exchange.
 Spons Agency—Department of Education, Washington, DC.

Pub Date—May 82
Contract—300810062
Note—23p.

Pub Type—Reports - Research (143)
 EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Change Agents, Educational Resources, Elementary Secondary Education, Information Dissemination, *Information Utilization, Inservice Teacher Education, Networks, *Program Effectiveness, Program Evaluation, *Publications, Reference Materials, *Resource Materials, Surveys, Teacher Attitudes, *Teacher Centers

Identifiers—*American Federation of Teachers
 A summary is presented of the findings from a survey conducted by the American Federation of Teachers-Teacher Center Resource Exchange (AFT-TCRE) to obtain information on the importance and relevance of its publications. Questionnaires were sent to 72 federal teacher center directors and achieved a return rate of 81 percent. The questionnaire sought to determine if teacher center personnel found AFT-TCRE publications to be of value and how these materials have been used and shared. Responses on publications, including a directory, brief current issues summaries, USDE and congressional releases, a newspaper, a series of "how to" publications, and publications on the handicapped, are displayed in tabular form. The publications identified as most valuable by the respondents are discussed, with a brief description of the contents. Information is also provided on responses to media productions available on loan from AFT-TCRE. Comments from teacher center directors on technical assistance they have received from the exchange are included. (JD)

ED 225 973 SP 021 749
 Crane, Jane L.

Teacher Demand: A Sociodemographic Phenomenon.
 National Center for Education Statistics (ED), Washington, DC.
 Report No. NCES-82-118
 Pub Date—Dec 82
 Note—46p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
 EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Community Characteristics, Elementary Secondary Education, *Employment Patterns, Mathematics Teachers, *Research Methodology, Science Teachers, *Specialists, *Teacher Supply and Demand, Teaching (Occupation)

A study sought to determine if there is a relationship between certain types of school districts and demand for greater number of teachers in certain teaching specialties. These relationships were determined by using multiple regression, contingency table analysis, and cluster analysis methods with data from the 1979-80 Sample Survey of Teacher Demand and Shortages, the 1970 Census School District Fifth Count File, and other instruments. Findings revealed that teachers of cultural subjects and of gifted pupils were in greatest demand in affluent, highly educated communities composed of professional people with small families. These communities also demanded more science and mathematics teachers. Vocational education teachers were in demand in communities where poverty was relatively great, the district small and rural, education low, and government funding high. Tables present information on teacher demand based on teaching specialties variables: (1) culture and enrichment; (2) home economics, industrial arts, and business; (3) mathematics and science; (4) English language arts and social studies; (5) special education for handicapped; (6) health and physical education; (7) the nonspecial education problem learner; and (8) vocational education. Appendixes contain information on: school district cluster descriptions; factor formation (principal axis factor analysis, followed by varimax rotation, which was used to separate the variables into independent factors); and a listing of data sources. (JD)

ED 225 974 SP 021 750
 Cadwallader, Lynn J.

A Case Study in the Professionalization of Nineteenth Century Teaching. Nathaniel T. Allen, 1823-1872. Final Report.

Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—83
 Grant—NIE-G-80-0150
 Note—146p.

Pub Type—Historical Materials (060) — Creative Works (030) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Educational History, Educational Practices, Educational Theories, Elementary Secondary Education, Schools of Education, Social Values, Student Rights, Teacher Associations, Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, *Teacher Education, *Teacher Responsibility
 Identifiers—*Allen (Nathaniel T), *Nineteenth Century

This biography of an influential nineteenth century New England educator, Nathaniel T. Allen (1823-1903), provides a profile of teaching and teacher education at a time when non-clerics emerged as teachers and educational leaders, and is based on a vast new collection of primary source materials in educational history. Allen's career, as it paralleled and manifested the early professionalization of teaching in this country, is studied in four major phases: (1) 1823-1844, covering family background and economic factors that led to his career choice; (2) 1845-1847, describing early training at the Bridgewater Normal School and the subsequent teaching experiences of Bridgewater students; (3) 1848-1853, highlighting Allen's work at the Model School of the West Newton Normal School and his political development; and (4) 1854-1872, following Allen's further professional development in the West Newton English and Classical School. Throughout the biography, Allen's educational theories, philosophies, and practices are described. Materials available in the Allen manuscript collection reveal how one group of teachers, like Allen, from Massachusetts, viewed their work as they moved from unpredictable positions in district schools through normal school training to an increased professional commitment to education. Also noted is the fact that, during the mid-19th century, the occupation of teaching gradually shows growth toward becoming a profession; society's belief develops, too, in the importance of schooling. (JD)

ED 225 975 SP 021 751
 Hering, William M. Howey, Kenneth R.

Research In, On, and By Teachers' Centers. Summary Report. Small Grants Competition for Research on Experienced Teachers' Centers.
 Far West Lab. for Educational Research and Development, San Francisco, Calif. Teachers' Centers Exchange.

Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—Jul 82
 Contract—400-78-0047
 Note—123p.

Pub Type—Reports - Research (143)
 EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cooperative Programs, Curriculum Development, *Educational Research, Governance, Inservice Teacher Education, Needs Assessment, Participative Decision Making, *Program Effectiveness, *Program Evaluation, *Research Projects, *Teacher Centers, Teacher Improvement, Teacher Participation

In 1979, the Teachers' Centers Exchange, working through the Far West Laboratory for Educational Research and Development, began a program that provided financial awards for the conduct of collaborative research on exemplary teachers' centers practices. From September 1979 through March 1982, 15 teachers' centers participated in 14 research efforts. Section I of this summary report gives background information on teachers' centers, the Teachers' Center Exchange, and the research project's organization and implementation. In section II, an overview of related research on teachers' centers focuses on inservice education, the role and relationship of school principals to teacher inservice and teachers' centers, and assessments of teachers' needs and interests. Section III contains an analysis and summary of results from the 14 research projects. Discussion is presented about: (1) participant characteristics; (2) responses to individual teacher requests for help outside the centers; (3) interaction with teachers in the center; (4) teachers' center relations with other key persons; (5) assessment of teachers' concerns and needs; and (6) teachers' centers governance. In section IV, the nature of the collaboration between researchers and practitioners during the project is described. The fifth section focuses on implications for practice emerging from the research findings. Appendixes include descriptions of proposals for the project, a list of proposal reviewers, a sample proposal review form, and research project summaries. (JD)

ED 225 976 SP 021 753

Sullivan, Debra K. And Others
 Implementation of the Stallings Classroom Management Staff Development Demonstration Project in Putnam County, West Virginia.
 Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 81
 Note—72p; For related document, see SP 021 754.
 Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Academic Achievement, Behavior Change, Change Strategies, *Classroom Techniques, Data Collection, *Demonstration Programs, Elementary Secondary Education, *Inservice Teacher Education, *Program Implementation, Staff Development, *Teacher Behavior, Teacher Effectiveness, *Teacher Improvement

Identifiers—*West Virginia (Putnam County)

The primary objective of the Stallings Classroom Management Staff Development Model is to help teachers change so that they can manage their classrooms more effectively. In this model, classroom observations and specific recommendations for teaching behaviors are made for each teacher, and a series of teacher training sessions helps them to change their behaviors. Classroom observation data are collected at the conclusion of the training sessions, and teachers receive profiles showing results of their efforts at changing. This model uses the Secondary Observation Instrument (SOI), which collects information on the teacher and other classroom data, records information about the classroom environment and participants as in a photo "snapshot," and records the interactions and activities taking place each 5 minutes. In this report, an in-depth overview of the implementation of this model is presented. Included is information on: (1) the data collection process; (2) data analysis and interpretation; (3) teacher training processes; (4) project objectives, rationale, and history; (5) characteristics of the schools involved in the project; (6) demonstration project methods and procedures; and (7) project evaluation. Included in the appendixes are a sample observer survey, comments from project observers, and demonstration project pre/post profile summation forms. (JD)

ED 225 977 SP 021 754

Meehan, Merrill L.
 Evaluation of the Stallings Classroom Management Staff Development Demonstration Project in Putnam County, West Virginia.
 Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 81
 Note—95p; For related document, see SP 021 753.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—Behavior Change, Change Strategies, *Classroom Techniques, Data Collection, *Demonstration Programs, Educational Innovation, Elementary Secondary Education, Formative Evaluation, *Inservice Teacher Education, *Program Evaluation, Staff Development, Summative Evaluation, *Teacher Behavior, Teacher Effectiveness, *Teacher Improvement, Teacher Response

Identifiers—*West Virginia (Putnam County)

An evaluation is presented of the Stallings Classroom Management Staff Development Demonstration Project, designed to increase student achievement in basic skills through the use of research-based, systematic change in teachers' classroom management and organizational techniques. One objective of the evaluation was to utilize techniques and to administer a set of instruments to assess their utility for future evaluations. Process evaluation methods focused on teachers' feelings about the demonstration project, their concerns about the innovations, and evaluative comments made by involved teachers at the project's conclusion. Product evaluation focused on the pre-/post-test changes in teachers' perceived responsibility for student achievement, ratings on the teachers' levels of use of the innovation, and the teachers' pre-/post-test intervention changes in "correct implementation" of specific classroom teaching behaviors. Following an executive summary of the project, chapter 2 of this report outlines the purpose and objectives of the staff development program. Chapter 3 describes the evaluation design, the data collection instruments, and the data collection and

analysis procedures of the evaluation. Process and product evaluation results are presented in the fourth and fifth chapters. Data displays and narrative copy are used to clarify evaluation results. The sixth chapter presents conclusions and recommendations based on the evaluation study. (JD)

ED 225 978 SP 021 755
Ooster, T. R. F.

Are Differences Guaranteed in "Teachers versus the Public"?

Pub Date—18 Feb 82

Note—10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Educational Facilities, Educational Research, Elementary Secondary Education, Negative Attitudes, *Parent Attitudes, *Program Effectiveness, Program Evaluation, *Public Opinion, *Public Schools, *School Effectiveness, School Personnel, *Teacher Attitudes

A study hypothesized that there was a general tendency among parents for less positive evaluation of their school or school district than is forthcoming from teachers. Using a revised version of Ooster's Parent and Teacher Attitude Scales, data were collected from 35 teachers and 35 parents in an inner-city elementary school. Opinions were sought on the school's programs, facilities, and personnel. With only one school as the referent, results did not support those reported in a previous study. Subsequent data were collected from one elementary and one secondary school in a second school district; the school and district were suburban to the city in which initial data were collected. Data collected for this study presented the conclusion that parents generally provide less positive evaluations of school programs, facilities, and personnel than teachers provide. Tables appended to this paper present statistical data resulting from analysis of responses to the two studies. (JD)

ED 225 979 SP 021 758
Daines, Delva

Teachers' Oral Questions and Subsequent Verbal Behaviors of Teachers and Students.

Spons Agencies—Brigham Young Univ., Provo, Utah. Coll. of Education.

Pub Date—[82]

Note—32p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Discussion (Teaching Technique), Elementary Secondary Education, Learning Processes, *Questioning Techniques, Social Studies, Student Behavior, *Student Reaction, *Teacher Behavior, *Teacher Effectiveness, Teacher Response, *Teaching Methods, Teaching Styles, *Verbal Stimuli

A portable minicomputer collected data about elementary and secondary social studies teachers' oral questions and the subsequent verbal behaviors of the teachers and the students. Data indicated that literal types of questions were posed most often by teachers at the rate of 1.5 per minute, and the duration of the students' answers was associated with the cognitive levels of the questions asked by the teachers. After students answered the questions, teachers repeated students' answers and asked for additional responses. Teachers spent an average of 40 percent of the lesson time giving direct instruction to students and 20 percent on noninstructional activities. The teaching style used by teachers influenced the amount of time they spent on instruction and noninstructional activities. Teachers asked low level questions, despite the fact that this practice influenced the verbal behaviors of both teachers and students. The skills of asking higher thinking questions should be practiced by student teachers, or teachers in a classroom setting, and feedback and coaching by other teachers and associates should be made available to them to help increase these skills. (Author/JD)

ED 225 980 SP 021 759
Lee, Helen C.

A Program for Educating Future Teachers in Methods of Integrating Computer Use into Their Classroom Resources.

Pub Date—[83]

Note—12p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, Elementary Secondary Education, Inservice Teacher Education, Learning Processes, *Microcomputers, Preservice Teacher Education, *Teacher Participation, Teacher Workshops, Teaching Methods, *Training Methods

Suggestions are presented for planning, presenting, and following up workshops for teachers who are learning to use a microcomputer in their classroom. The following points are made: (1) Teachers should be involved in planning the workshop; (2) Hands-on demonstrations of computer use with students in the presence of teachers should be conducted before asking teachers to work on computers; (3) Workshops should be conducted in a comfortable place with good sight-lines; (4) If possible, participants should be shown the inside of the computer and how it works; (5) Female as well as male teachers should be encouraged to participate actively in the presentation; (6) Both hands-on experience and a professionally useful product should be provided for teachers; (7) Administrators should be encouraged to place the computer where teachers can experiment with it during the school day when they have free time; (8) Software appropriate to various subject areas and grade levels should be demonstrated; (9) Examples should be given of how to integrate computer use into existing classroom practices at all grade levels and in all subject areas; (10) Print materials on educational microcomputing should be displayed prominently in the school; and (11) All questions should be answered, making questioners feel issues they raise are important. (JD)

ED 225 981 SP 021 764
Parrish, Berta, Ed. And Others

A Business Teachers' Primer to Reading. Supplemental Material for RDG 467, RDG 480, RDG 507 and RDG 544.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date—[79]

Note—73p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Business Education, *Content Area Reading, *Language Skills, Reading Comprehension, Reading Material Selection, *Reading Skills, Secondary Education, Student Evaluation, Student Interests, Student Motivation, *Teaching Methods, *Vocabulary Development

This primer was developed to help secondary school business teachers to encourage and promote reading in their curricular programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing on student interests and on ways teachers can reinforce vocabulary and comprehension skills. The manual's first section introduces the idea of teaching reading skills in business education classes. Other sections include: (1) evaluating the reading abilities, interest, and attitudes of students; (2) selecting appropriate instructional materials; (3) vocabulary improvement techniques; (4) reading comprehension improvement techniques; (5) techniques to improve study skills; (6) techniques to stimulate reading; and (7) a bibliography of books and articles related to reading. (CJ)

ED 225 982 SP 021 765
Parrish, Berta, Ed. And Others

An Art Teachers' Primer to Reading. Supplemental Material for RDG 467, RDG 480, RDG 507 and RDG 544.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date—[78]

Note—76p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Art Education, *Content Area Reading, *Language Skills, Reading Comprehension, Reading Material Selection, *Reading Skills, Secondary Education, Student Evaluation, Student Interests, Student Motivation, *Teaching Methods, *Vocabulary Development

This primer was developed to help secondary school art teachers to encourage and promote read-

ing in their curricular programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing on student interests and on ways teachers can reinforce vocabulary and comprehension skills. The manual's first section introduces the idea of teaching reading skills in art classes. Other sections include: (1) skills needed in the art area; (2) evaluating student abilities, interest, and attitudes; (3) selecting appropriate instructional materials; (4) vocabulary improvement techniques; (5) reading comprehension improvement techniques; (6) techniques to improve study skills; (7) techniques to stimulate reading; and (8) a bibliography of books and articles related to reading. (CJ)

ED 225 983 SP 021 766

Parrish, Berta, Ed. And Others

A Music Teachers' Primer to Reading. Supplemental Material for RDG 467, RDG 480, RDG 507 and RDG 544.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date—[78]

Note—70p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Content Area Reading, *Language Skills, *Music Education, Reading Comprehension, Reading Material Selection, *Reading Skills, Secondary Education, Student Evaluation, Student Interests, Student Motivation, *Teaching Methods, *Vocabulary Development

This primer was developed to help secondary school music teachers to encourage and promote reading in their curricular programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing on student interests and on ways teachers can reinforce vocabulary and comprehension skills. The manual's first section introduces the idea of teaching reading skills in music classes. Other sections include: (1) skills needed in music; (2) evaluating student abilities, interest, and attitudes; (3) selecting appropriate instructional materials; (4) vocabulary improvement techniques; (5) reading comprehension improvement techniques; (6) techniques to improve study skills; (7) techniques to stimulate reading; and (8) a bibliography of books and articles related to reading. (CJ)

ED 225 984 SP 021 767

Parrish, Berta, Ed. And Others

An Industrial Art Teachers' Primer to Reading. Supplemental Material for RDG 467, RDG 480, RDG 507 and RDG 544.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date—[78]

Note—65p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Content Area Reading, *Industrial Arts, *Language Skills, Reading Comprehension, Reading Material Selection, *Reading Skills, Secondary Education, Student Evaluation, Student Interests, Student Motivation, *Teaching Methods, *Vocabulary Development

This primer was developed to help secondary school industrial arts teachers to encourage and promote reading in their curricular programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing on student interests and on ways teachers can reinforce vocabulary and comprehension skills. The manual's first section introduces the idea of teaching reading skills in industrial arts classes. Other sections include: (1) skills needed in content area; (2) evaluating the reading abilities, interest, and attitudes of students; (3) selecting appropriate instructional materials; (4) vocabulary improvement techniques; (5) reading comprehension improvement techniques; (6) techniques to stimulate reading; and (7) a bibliography of books and articles related to reading. (CJ)

ED 225 985 SP 021 768

Parrish, Berta, Ed. And Others

A Foreign Language Teacher's Primer to Reading. Supplemental Material for RDG 467, RDG 480, RDG 507 and RDG 544.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date—[78]

Note—94p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Content Area Reading, *Language Skills, Reading Comprehension, Reading Material Selection, *Reading Skills, Secondary Education, *Second Language Instruction, Student Evaluation, Student Interests, Student Moti-

vation, *Teaching Methods, *Vocabulary Development

This primer was developed to help secondary school foreign language teachers to encourage and promote reading in their curricular programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing on student interests and on ways teachers can reinforce vocabulary and comprehension skills. The manual's first section introduces the idea of teaching reading skills in foreign language classes. Other sections include: (1) evaluating the reading abilities, interest, and attitudes of students; (2) selecting appropriate instructional materials; (3) vocabulary improvement techniques; (4) reading comprehension improvement techniques; (5) techniques to improve study skills; (6) techniques to stimulate reading; and (7) a bibliography of books and articles related to reading. (CJ)

ED 225 986

SP 021 769

Parrish, Berta, Ed. And Others

A Home Economics Teachers' Primer to Reading. Supplemental Material for RDG 467, RDG 480, RDG 507 and RDG 544.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date—[78]

Note—102p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Content Area Reading, *Home Economics, *Language Skills, Reading Comprehension, Reading Material Selection, *Reading Skills, Secondary Education, Student Evaluation, Student Interests, Student Motivation, *Teaching Methods, *Vocabulary Development

This primer was developed to help secondary school home economics teachers to encourage and promote reading in their curricular programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing on student interests and on ways teachers can reinforce vocabulary and comprehension skills. The manual's first section introduces the idea of teaching reading skills in home economics classes. Other sections include: (1) evaluating the reading abilities, interest, and attitudes of students; (2) selecting appropriate instructional materials; (3) vocabulary improvement techniques; (4) reading comprehension improvement techniques; (5) techniques to improve study skills; (6) techniques to stimulate reading; (7) a bibliography of books and articles related to reading; and (8) an appendix featuring a sewing glossary. (CJ)

ED 225 987

SP 021 770

Ford, Jerry D.

Characteristics of Effective Teachers—A Clarifying Activity.

Pub Date—[83]

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Education Majors, Higher Education, *Personality Traits, Preservice Teacher Education, *Student Attitudes, Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness

An activity, developed to assist preservice teachers to clarify their understanding of teacher effectiveness and the role of a teacher training program, uses a list, given to each student, of words that may be used to describe an effective teacher: fair, honest, friendly, knowledgeable, organized, prepared, articulate, creative, well-groomed, intelligent, sympathetic, empathetic, authoritarian, business-like, professional, up-to-date, enthusiastic, interesting, affectionate, and dependable. Students arrange the characteristics in descending order from most to least important and then divide the characteristics into two groups. In one, characteristics that may result from teacher training are placed; in the other, those that result from normal maturation-socialization processes. A re-grouping based on the top five descriptors from each group follows, forming the final selection of characteristics considered most important. Students analyze their rankings of teacher characteristics in the light of how teachers acquire desirable qualifications and which are the result of teacher training. Further discussion may be held on the relationships between a characteristic description and a performance description of an effective teacher, and how teacher training may help develop skills and knowledge which cause such characteristics to be evident to students, parents, and other educators. (JD)

ED 225 988

SP 021 790

Schaffer, Eugene C. And Others

Structures and Processes for Effective Collaboration among Local Schools, Colleges and Universities. A Collaborative Project of: Kannapolis City Schools, Livingstone College, University of North Carolina-Charlotte.

Spons Agency—North Carolina State Board of Education, Raleigh.

Pub Date—2 Feb 83

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, *College School Cooperation, *Cooperative Planning, *Delivery Systems, Elementary Secondary Education, Governance, Higher Education, *Institutional Cooperation, Participant Satisfaction, Participative Decision Making, Preservice Teacher Education, Program Improvement, Student Teachers, *Teacher Education Programs

This report investigates the structures and functions of collaboration among local schools, colleges, and universities through a survey of current research literature, a survey of local educators, and the review of existing collaborative models. An introduction states the study's purpose, presents definitions of terms used in the report, and describes the research's primary issues. A second section describes the research process, including a review of the literature, surveys and interviews, existing models, and assumptions and limitations. The report's third section describes a model for collaboration, including the model's characteristics and implications and recommendations for implementation. Research findings include: (1) Collaboration between schools and other educational agencies is feasible, valuable, and highly desired by professional educators; (2) Collaborative programs do exist and may be replicated; (3) Successful collaboration cannot develop without participants who are willing to share decision making; (4) Many variables (i.e., geographical location, financial support, professional interest, etc.) influence the degree to which collaboration may occur. Appendixes contain copies of the survey instruments used in the study. (Authors/JD)

ED 225 989

SP 021 794

Jacobsen, Linda A. Sweet, James A.

Projections of Teacher Supply and Demand: The Role of Occupational Mobility and Attrition.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Report No.—CDE-WP-82-8

Pub Date—Sep 82

Note—30p.; Document contains small print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Change, *Declining Enrollment, Elementary Secondary Education, *Faculty Mobility, *Sex Differences, Sociocultural Patterns, Teacher Employment, Teacher Retirement, *Teacher Supply and Demand, *Teaching (Occupation), Teaching Experience

Patterns of attrition from teaching depend on a number of social changes outside of, as well as within, education. Changes in women's reproductive and work lives and changes in the general supply and demand for college-educated workers have affected teacher attrition. Surveys conducted between 1965 and 1970 provided data which were analyzed with particular emphasis on differences between men and women and between elementary and secondary teachers. A review of previous studies estimating rates of teacher attrition is presented, and national rates of teacher mobility and attrition from 1965 to 1970 are examined. Consideration is given to the impact of recent social and demographic trends and to their implications for current and future rates of attrition and mobility among teachers. It is concluded that, while the labor market for teaching is depressed because of enrollment declines, there are also few opportunities available outside of education. Tables present information on: (1) distribution of activity of teachers (by gender); (2) distribution by type of teacher; (3) distribution by level; (4) distribution by gender and age; (5) childbearing patterns of female teachers; (6) occupational change by gender and occupation; and (7) percentage distribution of 1970 occupations of persons who left teaching between 1965 and 1970, and who were employed in 1970, by gender. (JD)

ED 225 990

SP 021 796

Representative Indicators (Knowledge/Skills) of Compliance with Minimum Generic Standards for Teacher Preparation Programs.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—[79]

Note—16p.; For related document, see SP 021 724.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Cultural Awareness, Exceptional Persons, *Graduation Requirements, Higher Education, *Minimum Competencies, Preservice Teacher Education, School Law, Staff Development, State Boards of Education, *State Standards, *Teacher Certification, *Teacher Education Programs, Teacher Qualifications, Teaching Skills

Identifiers—*Washington

This paper identifies examples of indicators that minimum generic standards of the Washington State Board of Education have been met in teacher training programs. The first section, which deals with all educational roles at the initial level, sets forth standards and indicators that the candidate must: (1) have knowledge of socio-cultural-economic differences and human relations; (2) be skilled in communication and consultation; (3) have knowledge about needs and characteristics of exceptional students; (4) have knowledge of school law; (5) be aware of the profession's code of ethics; and (6) have knowledge of the kindergarten through 12th grade educational setting. In the second section, minimum standards and indicators for the teacher at the initial level state that the candidate must have: (1) instructional skills; (2) classroom management skills; (3) knowledge of theory and content in general education and knowledge in one or more subject matters or teaching specializations; (4) knowledge of the characteristics and development stages of pupils; and (5) skill in pupil discipline. The third section identifies the knowledge and skills required for all personnel at the continuing level: (1) skill in staff development and supervision; (2) capacity for further professional development and scholarship; (3) knowledge of research and evaluation techniques; (4) knowledge of referral agencies and resource personnel which may assist the teacher, pupils, and/or parents; and (5) knowledge about organizational patterns, special strategies, curriculum, materials, growth and development, and staff and student personnel management. (JD)

ED 225 991

SP 021 797

Hurn, Christopher J. Burn, Barbara B.

An Analytic Comparison of Educational Systems: Overview of Purposes, Policies, Structures and Outcomes. Comparative Overview/Comparative Assessment.

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Feb 82

Contract—NIEP820010; NIEP820011

Note—82p.

Pub Type—Reports - Evaluative (142) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Standards, Access to Education, Communism, *Comparative Education, Democracy, Developed Nations, Educational Change, Educational Objectives, *Educational Policy, *Educational Practices, Elementary Secondary Education, *Foreign Countries, Higher Education, Outcomes of Education, *Power Structure, Social Status, *Social Values, Student Behavior

Identifiers—*National Commission on Excellence in Education

This comparative evaluation of the differing educational systems in North America, Europe, the USSR, and Japan examines the goals and values of these systems. It is pointed out that Americans value equality, practicality, and utility and that they are both individualistic and suspicious of government authority. Contrasts between these values and those implicit in the societies in Western Europe, Russia, and Japan are explored. The structure and organization of educational systems is also discussed. Judgments are offered concerning the effective locus of power in such matters as school organization, curriculum, and personnel policies. The Soviet Union, France, and Japan are identified

as highly centralized systems and comparison is made between the structure of these systems and those of Western Europe (mixed local, regional, and central control), and America and Canada, where local control is usually decisive. The selectivity of these systems is discussed as they reflect cultural attitudes toward the upward mobility of citizens. Differences and similarities in educational outcomes and policy implications between the systems are also pointed out, and special consideration is given to changes in attitudes toward schooling over the past few decades. Appendix I contains an analysis of science and mathematics education in the Soviet Union and Japan. Appendix II discusses equivalencies in secondary schooling in the United States, Canada, Japan, the Soviet Union, Japan, and West Germany. Statistics on school enrollments are presented in tabular format. (JD)

ED 225 992 SP 021 799

Husen, Torsten

A Cross-National Perspective on Assessing the Quality of Learning.

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Feb 82

Contract—NIEP820014

Note—56p; Paper presented at a Meeting of the National Commission on Excellence in Education (Washington, DC, February 1982).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Academic Aptitude, Comparative Analysis, Comparative Education, Delivery Systems, *Developed Nations, Educational Change, *Educational Policy, *Educational Practices, *Educational Quality, Educational Trends, Elementary Secondary Education, Equal Education, *Foreign Countries, Higher Education, Individual Differences, Outcomes of Education, Social Attitudes

Identifiers—Europe, International Assn Evaluation Educ Achievement, *National Commission on Excellence in Education, United States

A ten-year research effort, conducted by the International Association for the Evaluation of Educational Achievement (IEA), explored the relative merits and failings of different national systems of education in the United States and in Western and Eastern Europe. The first section of this report deals with trends in American education as seen through European eyes. The American system is viewed as a vehicle for upward social mobility and as a means of solving or ameliorating social problems. In the second section, the theoretical framework and research strategy of the IEA are described, as well as the difficulties encountered in comparing systems of education that are widely different in function and philosophy. The way individual differences are perceived and taken into account in organizing formal education in various national systems is considered in the third section. Comparisons are made of the American model of comprehensive education for all students, the Western European model, with early transfer of selected elite students to academic secondary schools, and the Soviet unitary school that integrates all types of schools. The fourth section elaborates on comparisons between comprehensive and selective systems of education. An analysis is made of performance differences in mathematics and science students in divergent systems. An overall conclusion is reached that the American comprehensive system more effectively serves all of the talent of a nation. (JD)

ED 225 993 SP 021 806

Gamson, Zella F.

A Little Light on the Subject: Keeping General and Liberal Education Alive.

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jul 82

Contract—NIEP820022

Note—74p; Paper presented at a Panel Discussion on College Curriculum of the National Commission on Excellence in Education (Kingston, RI, August 27-28, 1982).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Standards, Access to Education, College Faculty, *Core Curriculum, Educational Change, *Educational Trends, Elective Courses, *General Education, Government Role, Higher Education, Holistic Approach, Institutional Characteristics, *Liberal Arts, *Outcomes of Education, *Self Actualization, Student Characteristics

Identifiers—*National Commission on Excellence in Education, *National Project IV

This paper on the state of general and liberal education in the United States discusses a project which sought to examine and improve general and liberal education programs at the higher education level. The first part of this paper delineates the undermining of liberal education in the nation's colleges and universities following World War II. The second part describes National Project IV, which brought together representatives from 14 diverse colleges and universities to examine conceptions and practices of liberal education from the perspective of their own programs. The third section presents a discussion on the context and content of the 14 programs as they operate within the organizational structure of their particular educational community. Comments and reflections from students in the 14 programs are presented in the fourth part. The fifth part contains a summary of the individual and social benefits accruing from these general and liberal education programs and offers recommendations for improvement. Appendix A summarizes major features of the institutions and the programs that were part of National Project IV, and their curriculum designs. The second and third appendices summarize characteristics of the 14 institutions, and characteristics of students participating in the programs. (JD)

ED 225 994 SP 021 807

Blake, J. Herman

Demographic Change and Curriculum: "New Students" in Higher Education.

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—27 Aug 82

Contract—NIEP820018

Note—42p; Paper presented at a Special Panel Meeting of the National Commission on Excellence in Education (Kingston, RI, August 27, 1982).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Basic Skills, *College Curriculum, College Faculty, College Students, Cultural Differences, Curriculum Development, Demography, *Educationally Disadvantaged, Faculty Workload, General Education, Higher Education, *Minority Groups, *Remedial Programs, Role Models, *Women's Education

Identifiers—*National Commission on Excellence in Education, *University of California Santa Cruz Oakes College

Oakes College at the University of California Santa Cruz (UCSC) is a residential liberal arts college for individuals from minority groups, "new students" who are from poverty backgrounds or are the first in their families to go to college, and women re-entering school. These students are more likely to need remedial or tutorial help than their counterparts in other UCSC colleges. Curriculum focuses on the experience of ethnic minorities in the United States, and on science. Oakes College offers first-year basic skills courses in writing, mathematics, computer literacy, and study skills; these courses serve as links for students between their pre-collegiate experience and self-identification in their new university experience. The intensive lower-division science program is geared to the needs of "new students"; courses in biology, chemistry, and mathematics are designed to feed students into campus-wide majors at appropriate points. Since faculty members, many of whom are women and/or members of minority groups, serve as teachers, role models, and student counselors (with possible detriment to academic research work and professional development), a support program provides released time for individual endeavors. Tables on the changing demographic profile in California are appended, illustrating the educational needs which gave rise to the founding of Oakes College. (JD)

ED 225 995

SP 021 808

Rudolph, Frederick

Educational Excellence: The Secondary School—College Connection and Other Matters: An Historical Assessment.

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—27 Aug 82

Contract—NIEP820016

Note—50p; Paper presented at a Special Panel Meeting of the National Commission on Excellence in Education (Kingston, RI, August 27, 1982).

Pub Type—Historical Materials (060) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *College Curriculum, *Educational Development, *Educational History, *Educational Trends, Government Role, *Higher Education, Public Schools, Secondary Education, Social Attitudes, *Social Change

Identifiers—*National Commission on Excellence in Education

For the first 200 years of American higher education, the baccalaureate program was shaped by the authority of tradition, seldom challenged, and easily accommodating new learning and changing social conditions. After the Civil War, the authority of tradition was undermined by emerging professional academicians, trained in particular bodies of knowledge, and dedicated to a style of "scientific" learning. By World War II, tradition, professional academicians, and society shared authority over what went on in higher education. Since World War II, the accelerating democratization of higher education has created in students a new authority over their course of study. The evolution of the American college through these phases is traced in this paper. An analysis is presented of periods of American education, such as the beginnings of small provincial colleges in the eastern United States in the early 1800s, the growth of private and public universities in the late nineteenth century, and the development toward providing mass education immediately after World War II. Complex social changes that transformed secondary schools, colleges, and universities from their inception to the present are discussed in light of their influence on the thinking, attitudes, and aspirations of communities, students, teachers, and the government. (JD)

ED 225 996 SP 021 810

Public Hearing—Language and Literacy: Skills for Academic Learning (Houston, Texas, April 16, 1982).

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—16 Apr 82

Note—330p.

Pub Type—Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Basic Skills, *Bilingual Education, Bilingual Students, Cultural Pluralism, Elementary Secondary Education, *English (Second Language), Futures (of Society), *Language Arts, *Literacy, *Multicultural Education, Reading Comprehension, Reading Instruction, *Remedial Programs, Second Languages, Teacher Education, Verbal Communication, Writing (Composition), Writing Instruction

Identifiers—*National Commission on Excellence in Education

At a public hearing on language and literacy, held in Houston, Texas, April 16, 1982, testimony was presented on: (1) need for emphasis on language arts in elementary secondary schools and for students with bilingual capabilities; (2) benefits accruing to students and educational institutions through developmental education programs; (3) guiding principles, problems, solutions, essential program elements, and future needs related to instruction in foreign languages, English as a second language, and reading; (4) significance of language, particularly speech, as means for self-expression, thinking, and social interaction—with special emphasis on the communication demands of the next century; (5) concerns regarding general language skills, foreign language and bilingual education, and teacher preparation for these instructional areas; (6) recom-

mendations on foreign language public policy, continuing education for second language teachers, and revisions in language curricula; (7) development of reading skills, particularly in terms of characteristics of effective reading instruction and exemplary reading; (8) present and past views on studies of English as a second language, bilingual education, and cultural pluralism; and (9) principles for achieving excellence in language learning, with emphasis on the development of effective oral communication skills. (JD)

ED 225 997 SP 021 811
Corrigan, Dean C., Ed. And Others
The Future of Teacher Education: Needed Research and Practice. Conference Proceedings (College Station, Texas, May 1982).
Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—82

Grant—G008101963

Note—93p.

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Legislation, *Educational Needs, Educational Research, *Futures (of Society), Higher Education, Program Improvement, School Effectiveness, *Schools of Education, State Standards, Student Teaching, *Teacher Education, *Teacher Education Curriculum, Teacher Education Programs, *Teacher Effectiveness, Teaching Experience

This book contains seven papers presented at a conference on the future of teacher education. Richard M. Hersh examines the social organization of the school and the school's instruction and curriculum in "What Makes Some Schools and Teachers More Effective." In "Teacher Education: Needed Research and Practice for the Preparation of Teaching Professionals," Judith E. Lanier outlines paradigms for effective teachers. Two critical issues are discussed by Dean C. Corrigan in "Curriculum Issues in the Preparation of Teachers": (1) identifying, accepting, and teaching a common body of knowledge, skills, and professional values; and (2) establishing and enforcing quality controls. In "The Content in Teacher Education Programs," David C. Smith describes two PROTEACH conferences which reconceptualized content and components of an effective teacher education program. An overview is presented by Richard Wisniewski of Oklahoma legislation to improve the quality of teacher education in "The Law: A Step Forward in Oklahoma." Martin Haberman traces the history of student teaching and cites the need for further research in "Research Needed on Direct Experience." George Denemark presents "Closing Remarks: An Attempt at Synthesis." (JD)

ED 225 998 SP 021 827
Elliott, Jess Patten
Teacher Certification Fees, A Survey.
Georgia State Dept. of Education, Atlanta.
Pub Date—[82]
Note—9p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Certificates, Elementary Secondary Education, *Fees, *State Departments of Education, *State Licensing Boards, *State Standards, *Teacher Certification

Responses were received from all 50 state education agencies and the District of Columbia to a questionnaire seeking information on: (1) state agency which issues teaching certificates; (2) fee structure for various services a certification unit might perform; (3) increases in fees over the past four or five years; and (4) significant issues affecting the types of service offered and fees charged. The information received indicated that certification fees are common and are rising. Most of the states offering certificates at no cost are in the eastern half of the nation, and are rather evenly divided between the northeastern quadrant and the southeastern quadrant. The three states that have begun charging fees in the last four or five years are located in the northeast. Fees range from 1 to 50 dollars. From the 39 states that provided information about the size of their fees, the median fee was in the neighborhood

of 15 dollars, which is lower than fees generally charged for other state licensing services. The response of each state to the questionnaire is listed and the questionnaire is appended. (JD)

ED 225 999 SP 021 828
Soar, Robert S. Soar, Ruth, M.
Setting Variables, Classroom Interaction, and Multiple Pupil Outcomes. Final Report.
Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group.

Pub Date—Jun 78

Grant—NIE-G-76-0100

Note—119p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, Anxiety, Classroom Techniques, Cognitive Style, Elementary Education, Formative Evaluation, *Individual Differences, Interaction Process Analysis, Locus of Control, Racial Differences, Sex Differences, Socioeconomic Status, *Student Characteristics, Student Motivation, Summative Evaluation, *Teacher Behavior, *Teacher Effectiveness, *Teaching Styles

Four general problems (two substantive, two methodological) were addressed in a research project: (1) Does the nature of the pupil or the setting make a difference in the teaching style which is most effective? (2) Does the cognitive level of the learning objective make a difference? (3) How can relationships within the classroom be analyzed? and (4) How should composite measures of classroom behavior be formed? Chapter one of this final report presents a brief overview of the project, which tested relationships between teaching style and pupil gain in a first and a fifth grade sample of pupils who differed in sex, race, socioeconomic status, IQ, anxiety, motivation, cognitive style, dependency, locus of control, or pre-test standing. Chapter two is a review of literature on research studies utilizing different methodologies: process-product relationship; trait-treatment interaction; and analysis at different levels of aggregation. The third chapter reports on a reanalysis of data collected from fifth and first grade classrooms in a previous project during 1969-70. Chapter four presents and discusses problems studied in this project: (1) to develop a set of process measures to serve as alternatives to the factor scores which had previously been used; (2) to develop procedures for analysis within classroom relationships; (3) to analyze interactions between characteristics of pupils and the teaching style which is most effective; and (4) to seek differences in the classroom behaviors which are associated with most effective learning for outcomes which differ in cognitive level. The fifth chapter presents a summary of the project and implications of the findings. (JD)

ED 226 000 SP 021 830
Ishler, Peggy

The Role of the Initial Exploratory Experience in Preparing the Teachers for Mainstreaming.

Pub Date—31 Jan 83

Note—27p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, January 31, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, *Education Courses, *Field Experience Programs, Higher Education, *Introductory Courses, *Mainstreaming, Preservice Teacher Education, Student Characteristics, *Teacher Attitudes, Teacher Education Curriculum, Teacher Role

This paper examines the role of the initial exploratory experience, an introductory education course, in preparing teachers for working in mainstreamed classrooms. It is divided into five parts: (1) examination of the 11 knowledge competencies related to mainstreaming that can be developed as part of the initial exploratory course; (2) discussion of four essential attitude competencies related to mainstreaming; (3) suggested field experience activities which promote the development of knowledge and attitude competencies; (4) listing of ten skill competencies to be examined at the initial experience level; and (5) assessment techniques for measuring effects of initial field experience on education students' knowledge and attitudes. The conclusion emphasizes the paper's major points: (1) Essential mainstreaming knowledge, attitudes, and skills

should be introduced at the initial exploratory level and taught throughout the preservice teacher education program; (2) The secondary school teacher should be student-centered and able to teach all students; (3) Initial exploratory experience, which provides opportunity to observe and interact with all student, is essential; (4) Initial exploratory experience also provides opportunity to observe and interact with teachers of mainstreamed classes; and (5) Initial exploratory experience helps preservice teachers to develop positive attitudes about mainstreaming and all pupils. (JD)

ED 226 001 SP 021 837

Bennett, Bruce L. And Others
Comparative Physical Education and Sport. Second Edition.

Report No.—ISBN-0-8121-0864-7

Pub Date—83

Note—283p.

Available from—Lea & Febiger, 600 Washington Square, Philadelphia, PA 19106 (\$19.00).

Pub Type—Reports - Descriptive (141) — Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Athletic Coaches, *Athletics, *Comparative Education, Economic Factors, Elementary Secondary Education, *Foreign Countries, Higher Education, Mass Media, *Physical Education, Physical Education Teachers, Physical Fitness, Political Attitudes, Racial Differences, Religious Factors, *Social Values, Teacher Education, Womens Athletics

Educational theories and practice in the field of physical education and sport in various countries are discussed and compared. Chapters address: (1) comparative physical education and sport; (2) history and methodology of comparative education; (3) history and methodology of comparative physical education and sport; (4) physical education in the schools; (5) intramural and extramural activities; (6) physical education and sports in colleges and universities; (7) professional preparation of physical education teachers; (8) the profession of coaching; (9) sport and its organization; (10) international competitive sports program; (11) amateurism and professionalism; (12) sport for girls and women; (13) sport and mass participation; (14) sport facilities and equipment; (15) sports medicine; (16) sport and physical education legislation; (17) sport and politics; (18) sport and race; (19) sport and religion; (20) sport and economics (21) sport and the mass media; and (22) comparative physical education and sport: an appraisal. (JD)

ED 226 002 SP 021 839
Lindbeck, Joy S.

Implementing Courses in Microcomputer Applications in the Secondary Schools for the Undergraduate and Graduate Level: Problems and Promises.

Pub Date—4 Nov 82

Note—72p.; Paper presented at the Conference on Teacher Education in the Computer Age (Athens, OH, November 4, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Literacy, Course Content, *Curriculum Design, Graduate Study, Higher Education, Instructional Materials, *Microcomputers, *Program Development, *Programming, Resource Allocation, Secondary School Teachers, *Teacher Education

Identifiers—*Apple II

This paper discusses the development and implementation of graduate and undergraduate teacher education courses on microcomputers for secondary school teachers at the University of Akron (Ohio). Processes involved in developing courses for students using the Apple II microcomputer are described in the paper's first section. Decisions on the purchase of a microcomputer and programming are recounted, and recommendations are made on establishing microcomputer classes. In the second section, course descriptions, rationale statements, instructional objectives, materials, and requirements for undergraduate and graduate courses are described. Results of the 1982 spring and summer semester evaluations are presented in tabular format. Problems identified in the course presentations and evaluations are reviewed together with proposed resolutions. The first of three appendices to this section outlines objectives and course topics for the undergraduate orientation course on

microcomputer applications in the secondary school classroom. The second appendix provides a similar outline for the graduate course. Appendix C offers guidelines for the development of a program in BASIC for an Apple II microcomputer. A bibliography is included. The third section of the paper presents proposals which are currently underway for the revision of the courses. (JD)

ED 226 003 SP 021 850

Gardner, William E. Palmer, John R.
Certification and Accreditation: Background, Issue Analysis, and Recommendations.

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Aug 82

Contract—NIEP820039

Note—52p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Standards, *Accreditation (Institutions), Accrediting Agencies, Futures (of Society), Governance, Higher Education, Professional Recognition, Program Evaluation, *Schools of Education, State Departments of Education, *State Licensing Boards, *State Standards, Teacher Associations, *Teacher Certification, *Teacher Education Programs, Teaching (Occupation)

Identifiers—*National Commission on Excellence in Education, *National Council for Accreditation of Teacher Education

An analysis of issues concerning the certification of teachers and the accreditation and approval of teacher education institutions is presented. In the first part, generally accepted definitions of certification, licensure, program review, and accreditation are clarified. A brief historical overview is presented of the state's role in controlling licensure, and the growth of the National Education Association (NEA) and the National Council for Accreditation of Teacher Education (NCATE) is described. Key issues regarding certification and accreditation guide the discussion of major strategies for improvement in the second part: (1) certification based on approved programs or qualifying examinations; (2) specific rules governing college programs and general certification; (3) renewal of teaching licenses; (4) incompetent teachers or low-quality programs; (5) rule-making process; (6) attraction of more academically able students; (7) social needs to recruit people from protected groups; (8) five year or longer teacher education programs; (9) teacher supply and demand; and (10) duplicate and redundant program review standards or procedures. The paper's third part offers recommendations and conclusions concerning general teacher education standards, identification of teacher competence, examination of entry-level teachers, teacher internships, certificate renewal, redundancy of NCATE and state agency program-approval, restructuring of NCATE process, and elimination of substandard teacher education programs. (JD)

ED 226 004 SP 021 851

Howey, Kenneth R.
Charting Directions for Preservice Teacher Education. A Position Paper Prepared for the National Commission on Excellence in Education.

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[82]

Contract—NIEP820032

Note—51p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Change, Educational Policy, *Educational Quality, Educational Research, *Educational Trends, *Futures (of Society), Higher Education, *Preservice Teacher Education, Relevance (Education), Research Needs, *Teacher Education Programs, Teacher Evaluation, Teacher Improvement, Teacher Recruitment, Teacher Role

This paper on the future of preservice teacher education examines the question of whether a crisis exists today in schools and in teacher education. It is noted that judgments vary, given different perspectives and vantage points for observation, and that a reliable assessment of the current health of

schooling and teacher education is difficult. Possible future directions for teacher education are suggested, and discernable conditions and events on the horizon are examined. A major conclusion is that the only way heightened or extended expectations can reasonably be accommodated are through more formalized and shared responsibilities by schools with other socially responsible parties. No major reform is envisioned in initial teacher education. Emphasis in this paper is placed on a multifaceted approach to incremental improvements in the quality of teachers and teaching. Strategies for improving the quality of teaching are identified: (1) improve methods and procedures for recruiting and selecting teachers; (2) upgrade the quality of and/or extend, programs for preparing teachers; (3) improve evaluation of teachers and teacher education programs; and (4) critically reexamine teachers' role expectations and school conditions. (JD)

ED 226 005 SP 022 050

Inventory of Federal School Health Promotion Activities. Working Document. Interagency Meeting on Health Promotion through the Schools (March 24-25, 1983).

Department of Education, Washington, DC; Department of Health and Human Services, Washington, D.C.

Pub Date—Mar 83

Note—382p; Coordinated by the Office of Disease Prevention and Health Promotion.

Pub Type—Reports - Descriptive (141) — Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Accident Prevention, *Agency Cooperation, Cooperative Planning, *Delivery Systems, Disease Control, Drug Abuse, Educational Research, Elementary Secondary Education, Federal Government, *Government Role, *Government School Relationship, *Health Education, Higher Education, Information Dissemination, Mental Health, Program Development, Public Agencies, *School Health Services

A review was made of federal activity in school health promotion for the purpose of sharing information to use effectively existing federal activity, to prevent duplication of effort, and to increase interagency cooperation. Surveyed agencies submitted a statement regarding their missions in school health promotion and provided a list of current activities, including information on: (1) sponsoring agency; (2) project title; (3) contact person and telephone number for further information; (4) category (health education, health services, health environment, coordination, or informational); (5) anticipated years of operation; (6) target group; and (7) brief description of activities. Reports were submitted by the Department of Education, the Department of Health and Human Services, and the Department of Transportation. Included in this report from the Department of Education are abstracts of research projects initiated by the National Institute of Education and summaries of projects conducted by the Office of Libraries and Learning Technology. Information is provided on activities of the Public Health Services in the report from the Department of Health and Human Services. The focus of the report from the Department of Transportation is on highway safety and educational activities sponsored by the United States Coast Guard. (JD)

ED 226 006 SP 022 181

Gardner, David P. And Others
A Nation At Risk: The Imperative For Educational Reform. An Open Letter to the American People. A Report to the Nation and the Secretary of Education.

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Apr 83

Note—72p.

Available from—Superintendent of Documents, Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00177-2, \$4.50).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Back to Basics, Comparative Education, Competency Based Education, *Core Curriculum, *Educational Assessment, Educational Improvement, Educational Needs, *Educational Quality, Elementary Secondary Education, Fed-

eral Government, Futures (of Society), Government School Relationship, Higher Education, High School Graduates, Low Achievement, National Programs, *Outcomes of Education, Public Education, Relevance (Education), *School Effectiveness, Teacher Education, Technological Literacy, Time Factors (Learning), Underachievement

Identifiers—*National Commission on Excellence in Education

This report: (1) investigates the declining state of the educational system in America, as measured by high school student performance in the United States and other countries; (2) identifies specific problem areas; and (3) offers multiple recommendations for improvement. The five major recommendations arrived at appear, respectively, under the headings: content, standards and expectations, time, teaching, leadership and fiscal support. Recommendations pertaining to content include the strengthening of high school graduation requirements by establishing minimum requirements for each student of: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science. With regard to standards and expectations, schools, colleges, and universities are encouraged to adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct. Four-year colleges and universities, in particular, are advised to raise their admission requirements. In order to improve time usage, the report advises that more time should be devoted to students learning the "New Basics," which may, in turn, require a longer school day, or a lengthened school year. Seven ways to improve teacher preparation and to make teaching a more rewarding and respected profession are listed. Six implementation guidelines are suggested for improving educational leadership and fiscal support. Appendices contain: (a) charter of the National Commission on Excellence in Education; (b) schedule of the Commission's public events; (c) list of commissioned papers; (d) list of individuals who testified at Commission hearings; (e) list of other presentations to the Commission; and (f) notable programs. (JM)

TM

ED 226 007 TM 820 411

Cook, Linda L. Douglass, James B.

Analysis of Fit and Vertical Equating with the Three-Parameter Model.

Pub Date—Mar 82

Note—77p; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). Some tables are marginally legible due to small print.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Entrance Examinations, *Equated Scores, *Goodness of Fit, *Item Analysis, *Latent Trait Theory, *Mathematical Models, Secondary Education, Test Construction, Test Items

Identifiers—National Merit Scholarship Qualifying Test, Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, *Three Parameter Model, *Vertical Equating

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) was equated to the Scholastic Aptitude Test (SAT) using item response theory (IRT) in a three-parameter logistic model. Estimated true formula score equating was used. Only the mathematical sections of the PSAT/NMSQT and SAT were used because the discrepancy in level of difficulty is greater than in the verbal sections and is most representative of a vertical equating situation. The equating used an internal anchor test design. The results of the IRT equating method were compared to those obtained from the conventional linear and curvilinear equating methods. The use of a goodness of fit statistic leading to a chi-square-like test in conjunction with item ability regression plots is examined. The lack of a criterion for judging the equatings and the subjective nature of the goodness of fit assessment are discussed. (CM)

ED 226 008 TM 820 559

Gagan, Sharon L.
From Child Development Knowledge to Educational Practice: An Open Door?
Pub Date—Apr 82
Note—10p.
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Early Childhood Education, Educational Planning, Educational Policy, *Educational Principles, *Policy Formation
Identifiers—Policy Analysis

This paper explores how basic principles of child development can be used to guide the formation and evaluation of educational policies. Child development principles are those beliefs that, predicated on empirical research, have developed over time. They are generally accepted by child development specialists as the minimum elements necessary for healthy child growth and development. They can and have been used to shape educational decisions primarily at the implementation level, but their utility is not limited to this sphere alone. A discussion of five principles is used to explicate their utility. The five principles are: (1) children benefit if they experience a sense of continuity between the time periods and spheres of their lives; (2) children and families vary on every measurable characteristic, and so have diverse needs; (3) full human development incorporates and integrates intellectual, social, emotional, and physical domains; (4) the family is the most important influence on child development, but many institutions, including the school, the community, and the media, affect children's growth; and (5) children who experience an environment that falls below some minimal level of quality are badly damaged by such an environment. (Author/BW)

ED 226 009 TM 820 823

de Berton, Alicia L. And Others
Didactic Games as Assessment.
Pub Date—Jun 82
Note—19p.
Available from—Instituto de Investigaciones Educativas, Cangallo 1605-3er piso de 10 (1037) Buenos Aires, Rep. Argentina.
Pub Type—Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Educational Assessment, *Educational Environment, Evaluation Methods, Foreign Countries, *Games, Graduate Study, *Higher Education, Interpersonal Relationship, *Learning Processes, *Measurement Techniques, *Teacher Education
Identifiers—Argentina, *Didactic Games

In accordance with a Ministerial Resolution of the Argentine Republic, a tertiary level teaching institute was authorized to offer a post-graduate course for teachers entitled, "Interpersonal Relationships at School." The possibilities of didactic games are examined as an expression of a formative continuous evaluation which stimulates spontaneity while it provides formal guidelines to evaluate the individual's potential expressed in games and the individual's learning achievement. Based on systems theory, this program analyzes the school; its component sub-structures; and its transactional levels, including institution-environment, different work groups, and individual-institution. The following of rules for the beginning, development, and evaluation of the applied circumstances differentiates the games from role-playing and standardized tests. The games are related with various sub-themes of the interpersonal relationships program theme. The specificity of pedagogical objectives facilitates the measurement of achievement. Observer's records are compared with the teacher-completed evaluation schedule. An application of the game (a leadership action theme) and its corresponding evaluation schedule are described. This method has effectively achieved its objectives: to verify the degree of internalization of the concepts developed during the game application. (Author/PN)

ED 226 010 TM 820 878

Markert, Ronald J. Kolmen, Samuel N.
WSUSOM Curriculum Evaluation: Analysis Using NBME Examinations. Program Evaluation Studies, Report No. 8.
Wright State Univ., Xenia, OH. School of Medicine.
Pub Date—Sep 82
Note—9p.; This study was partially funded by the Miami Valley Area Health Education Center.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Content, *Curriculum Evaluation, *Evaluation Methods, *Graduate Medical Education, Higher Education, Medical School Faculty, National Norms, Occupational Tests, Scores
Identifiers—*National Board of Medical Examiners

This report presents a method for analyzing curriculum using the examinations of the National Board of Medical Examiners (NBME). The method provides a system by which the NBME examinations can be used each year to compare the content of an external licensing test with the content of the curriculum at the Wright State University School of Medicine (WSUSOM). The NBME test items were classified by faculty content experts on four dimensions: school-wide topics, discipline topics, cognitive levels, and item types. Then, the percent of WSUSOM students and percent of national sample answering the item correctly were recorded. The analysis allows comparison of the performance of WSUSOM student and the national sample on each school-wide or discipline topic. The Faculty Curriculum Committee is the most interested user of data related to school-wide topics, while the individual department is the most appropriate audience for the discipline topic information. Curriculum decision-makers should take special caution in examining the results for a single year's administration, since test content varies from year to year. (Author/BW)

ED 226 011 TM 820 879

Winer, Jane L. Sigelman, Carol K.
Agency Endorsement of Research Ethics.
Pub Date—Aug 82
Note—28p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advocacy, Agency Role, *Behavioral Science Research, Educational Research, *Ethics, Experiments, *Guidelines, Legal Responsibility, *Mental Retardation, Research Methodology, Surveys

Legal, ethical, and procedural guidelines for the participation of mentally retarded people in research were solicited from 167 agencies, of which 67 responded. A variety of documents was cited by the respondents. The documents appeared to establish the outside limits of ethical practice but did not establish actual procedure. Furthermore, the documents tended to address research as broadly defined and did not emphasize guidelines for survey or statistical summary research as opposed to manipulative experimentation. The issue of direct benefit of research to mentally retarded subjects as a condition for participation is examined with the review of research proposals, participant consent, and the use of substitute decision-makers for persons judged incompetent. (Author/CM)

ED 226 012 TM 820 880

Jones, Earl Jones, Eleanor
Redwood City School District ESEA Title VII Bilingual Project LEARN. 1981-1982 Annual and Longitudinal Report.
Development Associates, Inc., San Francisco, Calif.
Spons Agency—Redwood City School District, Calif.
Pub Date—Sep 82
Note—69p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Basic Skills, Behavioral Objectives, *Bilingual Education Programs, Bilingual Teachers, Elementary Education, *English (Second Language), *Integrated Activities, Limited English Speaking, Needs Assessment, Program Development, Program Effectiveness, *Program Evaluation, Program Implementation, School Districts, *Spanish Speaking

Identifiers—Comprehensive Tests of Basic Skills, *Elementary Secondary Education Act Title VII, *Redwood City School District CA
The Redwood City School District Elementary Secondary Education Act (ESEA) Title VII Bilingual Education Program offered instruction in English and Spanish through an integrated approach, to take advantage of students' strengths and help them progress as rapidly as possible in concept development while they acquire English proficiency. The

limited English proficiency (LEP) students were identified first through the Home Language Survey, and those who spoke Spanish were administered the English and Spanish version of the Language Assessment Scales in 1981. Those classified as limited or non-English speaking were enrolled in the program with parental consent. Fluent English-speaking pupils were recruited to provide a non-segregated environment. The Comprehensive Tests of Basic Skills English and Spanish examinations were administered. Project Leyendo, Escribiendo, y Aprendiendo Rápidamente y Naturalmente—Reading, Writing, and Learning Rapidly and Naturally (LEARN)—demonstrated unusually positive results. LEP students approached the national norm in English reading, language, and mathematics; they also were near the norm in Spanish reading and mathematics. The progress was substantial and more than is generally encountered in a large program. (Author/PN)

ED 226 013 TM 820 886

Haber, Julian S.
HPI (TPSI) Manual [and] Worksheet [and] Score-sheet.
Pub Date—28 Sep 81
Note—13p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Auditory Perception, Evaluation Needs, *Handicap Identification, *Learning Problems, Preschool Education, *Preschool Tests, Scores, *Screening Tests, Speech Tests, Testing, *Test Items, Visual Perception
Identifiers—*Texas Preschool Screening Inventory

The HPI Texas Preschool Screening Inventory (TPSI) is a test to help determine which children might be at risk for learning problems as they enter kindergarten or first grade. The HPI Manual describes the procedure, score interpretation, and rationale for seven components of the test, including auditory memory for numbers and letters, visual memory for objects; auditory sequencing (syntax); articulation; sound discrimination; rotation and reversals of letters and numbers; and following instructions. The instrument is not meant as a definitive test of a child's abilities; failure of the screening test is shown to indicate a need for further evaluation of the child. The worksheet presents a complete text of the procedure for each test component. For example, the auditory memory test requires that the child listen to and repeat a series of 3-, 4- and 5-digit numbers. Auditory sequencing requires that the child repeat sentences heard. The score sheet interprets performance on each component for children less than 4, 4, 5, and 6 years old. (CM)

ED 226 014 TM 820 888

Ahmann, J. Stanley
Educational Achievement Trends: A Mix of Gains and Losses.
Pub Date—[82]

Note—25p.; Appeared in Iowa Educational Research and Evaluation Bulletin, October 1982, p.16-23.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Educational Assessment, *Educational Trends, Elementary Secondary Education, Mathematics Achievement, *National Programs, Racial Differences, Reading Achievement, Regional Characteristics, Sciences, *Student Evaluation, Trend Analysis, Writing Evaluation

Identifiers—*National Assessment of Educational Progress

As an initial review of National Assessment of Educational Progress data designed to determine whether the achievement of American youth is improving, a limited examination of changes in levels of achievement during the 1970s is presented. Benchmark assessments established in 1974-75 indicates a large degree of consistency from one learning area to another in terms of the various regional and racial subgroups of students. Findings on levels of achievement over the 9-year period were examined. Overall the achievement pattern for 9-year-olds was found to be quite encouraging; clearly less encouraging for 13-year-olds; and disheartening for 17-year-olds. Differential changes in each learning area and the relative improvement of low-achieving subgroups are discussed. Possible school and societal factors influencing achievement are examined. (CM)

ED 226 015

TM 830 014

Bunch, Michael B. And Others

Communicating Evaluation Results to the Public: A Four Step Process.

Pub Date—Mar 82

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). Figure 1 may be marginally legible due to small print.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, *Communication (Thought Transfer), Educational Practices, Evaluation, *Evaluation Utilization, Evaluators, Feedback, *Information Dissemination, Organizational Communication, Public Relations

A procedure is presented for communicating evaluation results to various publics in an effort to achieve wider use of the results. A combination of strategies from the evaluation specialist and public relations specialists first requires an analysis of the perceptions of people with whom the evaluators wish to communicate. This analysis must determine what the public already knows, their misconceptions, their information sources, and which groups should receive the highest priority. Strategies for communication are determined in the planning phase, which considers the various publics concerned, the message, the presentation source, the information channel, reaction monitoring, and feedback used in the next cycle of planning. The actual communication of information should be very broad at the onset with progressively greater specificity to provide basic information, persuade or clarify. The final task is to evaluate the effectiveness of the communication, including listening to criticisms and being ready to make indicated changes. (CM)

ED 226 016

TM 830 024

Williams, Richard C. Bank, Adrienne

Improving Instruction through the Management of Testing and Evaluation Activities: A Guidebook for School Districts.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82

Grant—NIE-G-80-0112

Note—236p.; Evaluation Design Project.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, *Evaluation Methods, *Instructional Improvement, *Program Development, *School Districts, Testing, *Test Use

Identifiers—*Evaluation Utilization

An attempt to analyze the bridges that a district can build between test and evaluation data on the one hand, and school district instructional decision making on the other, is offered. This guidebook, focusing on the district level, represents a new approach to the problem of improving pupil achievement. The subject matter represents a synthesis of several fields of inquiry. Attention is given to the characteristics and interrelationships between testing, evaluation and instruction on the one hand, and organizational theory on the other. There is an integration of theory and practice (i.e., analysis with action) at the operational level. Developing a program to link testing and evaluation with instruction to improve pupil achievement depends upon analyzing each district's own unique problems, make-up, and setting and devising a program to meet local realities. The contributors represent experiences gained through detailed observation and from designing, developing, and implementing programs for linking testing and evaluation with instruction in school districts. The chapters discuss: (1) public reaction to test score decline, (2) reframing problem-solving questions for more productive thinking, (3) how six districts implemented systems to improve student learning, and (4) the impediments to developing such systems. (Author/PN)

ED 226 017

TM 830 032

White, James

Some Methodological Considerations in Researching the Family Career.

Pub Date—[82]

Note—30p.; First draft.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Developmental Stages, *Family (Sociological Unit), *Measurement Techniques, *Research Methodology, Research Problems, Scaling, *Social Science Research, Socioeconomic Influences, Time Perspective

Identifiers—*Family Career

Methodological issues which confront researchers using the concept of the family career include the selection of appropriate dependent variables; the efficacy of historical versus immediate effects; and scaling the family career (a proposed replacement for the "family life cycle"). The issue of which dependent variables should be explained by the family career rather than by the present stage of the career was found to be unresolvable, partially due to the paucity of empirical research on the family career in relation to these variables. In addition, a more substantial problem underlies the selection of dependent variables: the issue of immediate and historical effects. Many researchers appear to assume effects to be the result of the immediately previous stimuli. However, these effects might result from historical effects or an interaction of both historical and immediate causes. The third issue is scaling the sequencing of the family career stages, since the timing dimension is already at an adequate level of measurement. Sequencing is treated as a normatively regulated process such that deviations from the modal procession of stages implies deviations from the norms. The family career scale developed is a measure of deviations from the normative family career. (CM)

ED 226 018

TM 830 034

Wilcox, Rand R.

R. & D. in Psychometrics: Technical Reports on Latent Structure Models.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82

Grant—NIE-G-80-0112

Note—60p.; Methodology Project.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Testing, Evaluation Methods, *Guessing (Tests), *Latent Trait Theory, Mathematical Models, Multiple Choice Tests, Probability, *Psychometrics, *Research Methodology, Responses, Statistical Analysis, *Test Reliability

Identifiers—*Answer Until Correct, Item Hierarchies

This document contains three papers from the Methodology Project of the Center for the Study of Evaluation. Methods for characterizing test accuracy are reported in the first two papers. "Bounds on the K Out of N Reliability of a Test, and an Exact Test for Hierarchically Related Items" describes and illustrates how an extension of a latent structure model can be used in conjunction with results in Sathe (1980) to estimate the upper and lower bounds of the probability of making at least k correct decisions. "An Approximation of the K Out [of] N Reliability of a Test, and a Scoring Procedure for Determining Which Items an Examinee Knows" proposes a probability approximation that can be estimated with an answer-until-correct (AUC) test. "How Do Examinees Behave When Taking Multiple Choice Tests?" deals with empirical studies of AUC assumptions. Over two hundred examinees were asked to record the order in which they chose their responses. Findings indicate that Horst's (1933) assumption that examinees eliminate as many distractors as possible and guess at random from among those that remain appears to be a tolerable approximation of reality in most cases. (Author/PN)

ED 226 019

TM 830 035

Walkman, Steven A.

The Portland Problem Behavior Checklist Preliminary Manual.

Pub Date—80

Note—19p.

Available from—Enrichment Press, P.O. Box 81, Portland, OR 97207 (\$15.00 per kit).

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavior Problems, Check Lists, Elementary Secondary Education, Evaluation Methods, Federal Legislation, *Identification, Individualized Education Programs, Intervention, Psychoeducational Methods, *Screening Tests, *Special Education, Test Norms, Test Reliability, *Test Validity

Identifiers—*Portland Problem Behavior Checklist, Test Retest Reliability

The Preliminary Manual for the Portland Problem Behavior Checklist (PPBC) was developed to aid school personnel to identify problem behaviors, and to implement and evaluate intervention procedures to remediate or alter those problem behaviors. This manual describes the development, validation, administration, scoring procedures, and possible uses for the PPBC. The purpose of the checklist is to provide specific information to specialists and support personnel who may need to further evaluate or prescribe services to children. It is designed to identify and rate the specific problems which classroom teachers perceive to warrant professional intervention services. The checklist does not designate a specific treatment approach nor determine a specific diagnostic or placement category. Rather, it is intended to be used as a screening instrument or as a supplement in a more comprehensive evaluation process. Federal laws and most state laws require children to be evaluated by multidisciplinary teams of specialists using several types of assessment instruments before placement into special education programs. The identified problem behaviors may be used to design specific intervention programs for certified special education students or noncertified students with less severe problems. The targeted problem behaviors could be included in Individual Education Plans. (Author/PN)

ED 226 020

TM 830 036

Benton, Sidney E. Jerrolds, Bob W.

Predicting Success in an Educational Research Course.

Pub Date—19 Nov 82

Note—11p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (Atlanta, GA, November 19, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, *Educational Research, *Grade Point Average, *Graduate Study, Higher Education, *Predictive Measurement, Predictive Validity, Pretests Posttests, *Student Attitudes

Identifiers—*Attitude toward Educational Research Scale, Georgia, *National Teacher Examinations

Eighty-six North Georgia College students in four graduate sections of educational research taught by the same instructor were administered the Attitudes toward Educational Research Scale at the beginning and the end of the quarter. Attitude posttest scores were significantly higher than pretest scores. Undergraduate grade point averages (GPAs), entering graduate GPAs, and weighted common National Teacher Examination (NTE) scores were also obtained for the students. NTE scores were the single best predictor of achievement in the course, and both undergraduate and graduate GPAs were also significant predictors of achievement. Educational research attitude scores were not significantly related to scores on the achievement tests. (Author/PN)

ED 226 021

TM 830 037

Kaiser, Javadi

The Predictive Validity of GRE Aptitude Test.

Pub Date—12 Nov 82

Note—22p.; Paper presented at the Annual Meeting of the Rocky Mountain Research Association (Albuquerque, NM, November 12, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *College Entrance Examinations, Computer Science Education, Education Majors, Grade Prediction, *Graduate Study, Higher Education, Multiple Regression Analysis, *Predictive Measurement, *Predictive Validity

Identifiers—*Graduate Record Examinations

The continued controversy concerning the predictive validity of the Graduate Record Examination (GRE) aptitude test and its influence on selection decisions, including admission and financial aid, has necessitated the establishment of local norms. The sample involved 407 University of Kansas education and computer science students. Information on GRE verbal (GRE-V), GRE quantitative (GRE-Q), GRE verbal and quantitative, undergraduate grade point average (UGPA), graduate grade point average (GGPA), major field of study, sex, and year of enrollment were recorded. GGPA was selected as a criterion variable. The remaining variables were treated as predictors. Stepwise multiple regression was applied as a statistical tool to analyze the data. Data analysis revealed that the verbal score on GRE was the best single predictor of GGPA for education students. Based on zero-order correlations, computer science students' UGPA was a better predictor than GRE scores. The findings agree with previous studies that the GRE-V is the best single predictor of GGPA for majors that are descriptive in nature and GRE-Q is the best predictor for symbol-oriented disciplines. Tests for the equality of regression equations developed for the two student groups found significant differences, suggesting separate selection procedures in the two departments. (Author/PN)

ED 226 022 TM 830 042

McLean, James E. And Others

Minimum Competency Testing: Inception through Remediation.

Pub Date—Nov 82

Note—23p.; Paper presented at the Annual Meeting of the Alabama Personnel and Guidance Association (Mobile, AL, November, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Elementary Secondary Education, *Minimum Competency Testing, *Program Development, *Program Implementation, *Remedial Instruction, School Counselors, State Departments of Education, *State Programs, State Surveys, Test Construction

Identifiers—Alabama Basic Competency Tests, Test Batteries

This document provides background on the development of the Alabama Basic Competency Tests (ABCT). James E. McLean, in "Introduction to the ABCT," discusses the creation of the tests, compares them with the California Achievement Tests, and indicates the ABCT relationship to the Alabama High School Graduation Exam. "Review of Past Research on Remediation for Minimum Competency Testing," by Peggy Connell, reviews current literature to investigate remedial services provided to students to help them pass minimum competency tests. James Davidson, in "Results of a Survey to Assess Remediation Plans Being Implemented," reports that 46 responses of 127 school superintendents surveyed to determine statewide plans for remediation, revealed several patterns of remediation. A list of responsibilities related to competency testing which have been delegated to school counselors is presented by Gypsy Abbott in "The Role of the Counselor in Minimum Competency Testing." Abbott offers suggestions as to when and how to offer remediation in "Practical Implications of Research Findings." (PN)

ED 226 023 TM 830 051

Crawford, Patricia

Norms for the North York Self Concept Inventory: Intermediate and Primary Levels. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date—Jul 77

Note—36p.; For related documents, see TM 830 052-053.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, *Elementary School Students, Foreign Countries, Intermediate

Grades, Primary Education, Scores, *Self Concept Measures, *Self Esteem, Student Evaluation, *Test Construction, *Test Norms

Identifiers—Canada, *North York Self Concept Inventory (Crawford)

The development and norms for the Intermediate North York Self Concept Inventory for grades two through six and the Primary Self Concept Inventory for grade one are presented. The Intermediate instrument is comprised of 30 items on aspects of student self esteem related to the school environment or the "general self," and with a high degree discriminatory power between high and low self-concept. The items are declarative statements of self-concept requiring "true" or "not true" responses. Intermediate norms data presented allow comparison of a pupil's score to that of his or her North York peers in grades two to six and comparison of class average scores across North York classes in grades two and three. The Primary Self Concept Inventory contains 24 items of which 20 are scored. Primary students responded by marking a sad or happy face for each item. Norms data for the primary instrument is based on 66 grade one classes. Suggestions for classroom activities to improve self-concepts are provided with materials information. The appendices contain copies of the Primary and Intermediate Self Concept Inventories. (CM)

ED 226 024 TM 830 052

Cassidy, Phil Brooks, Gloria

North York Self Concept Inventory: Secondary School Norms. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date—Apr 78

Note—22p.; For related documents, see TM 830 051-053.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, Foreign Countries, Scores, Secondary Education, *Secondary School Students, *Self Concept Measures, *Self Esteem, Student Evaluation, *Test Construction, *Test Norms

Identifiers—Canada, *North York Self Concept Inventory (Crawford)

The norms are reported for the North York Self Concept Inventory, developed for secondary school students. The 25-item instrument is meant to examine aspects of self-esteem related to the school environment, self or peers, with high discriminatory power between high- and low-scoring groups of students. Development of the instrument and norms for each of grades 10, 11, 12, and 13 for both general and advanced level students are provided. The items are declarative statements of self-concept requiring "true" or "not true" responses. Students in the pilot testing were randomly selected by classes in nine North York secondary schools. The statistical results and distribution of scores at each grade level are presented with student comments on the pilot testing. Five suggestions for classroom activities to improve self concept are described. The appendix contains a copy of the instrument. (CM)

ED 226 025 TM 830 053

Cassidy, Phil

North York Self Concept Inventory: Junior High Level. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date—Feb 82

Note—20p.; For related documents, see TM 830 051-052.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Foreign Countries, Junior High Schools, *Junior High School Students, *Self Concept Measures, *Self Esteem, Student Evaluation, *Test Construction, *Test Norms

Identifiers—Canada, *North York Self Concept Inventory (Crawford)

The norms are reported for the North York Self Concept Inventory administered to a sample of junior high school students. The 25-item instrument was designed to examine aspects of self-esteem related to the school environment, self or peers, with high discriminatory power between high or low scoring groups of students. The items are declarative statements of self-concept requiring "true" and "not true" responses. Two classes each of seventh-

eighth-, and general and advanced ninth-grade students in 21 North York junior high schools comprised the norm sample. The statistical results and distribution of scores at each grade level are presented. A group of 10 practical suggestions that can be used by classroom teachers to enhance a positive self-concept is included. (CM)

ED 226 026 TM 830 054

Student Achievement in California Schools:

1981-82 Annual Report. California Assessment

Program.

California State Dept. of Education, Sacramento.

Office of Program Evaluation and Research.

Pub Date—82

Note—209p.; For related documents, see ED 195 559, ED 190 653, ED 167 610, ED 156 706, ED 142 571, and ED 124 592.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$2.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Basic Skills, College Entrance Examinations, Computer Oriented Programs, *Educational Assessment, Educational Diagnosis, Elementary Secondary Education, Language Skills, Mathematics, National Norms, Reading Skills, *State Programs, Student Evaluation, *Testing Programs, Time Factors (Learning), Writing Skills

Identifiers—California Assessment Program

The California Assessment Program (CAP) is meant to be an efficient testing program limited to furnishing program-diagnostic information to state-level policymakers. During 1981-82 all 3rd-, 6th-, and 12th-grade students in the state's public schools were tested in reading, written language, and mathematics basic skills. Summary findings were that grades 3 and 6 test scores improved. Grade 12 scores improved in written language and spelling and decreased slightly in reading and mathematics. Elementary grade scores are reported in scaled units from 100 to 400, with a statewide average of 250 in base-year 1980. Grade 12 scores continue to represent the percentage of test questions answered correctly. Test results are comparable on a common scale to those of previous years; they show how the performance of California students compares with national scores. Scholastic Aptitude Test scores for college-bound seniors; third grade students' attitudes toward the basic skills; the issue of time for learning in different learning areas in elementary and secondary schools; and the availability and use of computers in state elementary schools are examined. An appendix lists the assessment advisory committees. (CM)

ED 226 027 TM 830 055

Wainer, Howard

Multivariate Display for Quipus to Faces. Program Statistics Research.

Bureau of Social Science Research, Inc., Washington, D.C.; Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ETS-RR-82-24; ETS-TR-82-32

Pub Date—Nov 82

Grant—SES80-08481

Note—82p.; Some tables may be marginally legible due to small print.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Data Analysis, *Display Aids, Graphs, *Multivariate Analysis, Research Methodology, *Tables (Data), *Visual Aids

The past decade has seen a substantial growth in methods and schemes for the display of multivariate data. This paper encompasses a sketch of the history of multivariate displays, from the pre-Columbian Quipu to Chernoff's Face; examines a number of techniques; describes their construction; illustrates their use; and comments on their efficacy. The use of several of these methods is illustrated on social indicators data gathered in the study that Angoff and Mencken did a half century ago in their search for the worst American state. The communicative role of the data table is examined with inside-out plots. Function plots, polygons, tree and face displays are discussed. The issues in "seeing" versus "reading" a display consider Ehrenberg's guidelines. (Author/CM)

ED 226 028 TM 830 056**Multiple-Choice Cloze Exercises: Handbook.****SPPED Test Development Notebook, Form 86.**

Revised.

New York State Education Dept., Albany. Div. of Research.

Pub Date—77

Note—83p.; For related documents, see TM 830 057-065.

Pub Type—Tests/Questionnaires (160) — Guides — Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cloze Procedure, Consumer Education, Difficulty Level, Elementary Secondary Education, *Item Banks, Language Arts, Literature, Mathematics Education, *Multiple Choice Tests, Newspapers, Physical Sciences, Reading Comprehension, Reading Materials, *Reading Tests, Reference Materials, Scoring, Social Studies, Test Construction, Test Interpretation, *Test Use

Identifiers—News Magazines, *Test Manuals

This handbook is a guide to the "Test Development Notebook" of the System for Pupil and Program Evaluation and Development (SPPED). It describes the contents and organization of the notebook, suggests various uses of the exercises, provides sample test designs, outlines test production procedures, and offers guidelines for score interpretation. The notebook is a collection of 1,725 multiple-choice cloze (MCC) exercises designed to measure literal comprehension. Four types of material are represented in the "Test Development Notebook": (1) textbooks in reading/literature, language arts, social studies, sciences, and mathematics; (2) articles and editorials from newspapers and news magazines; (3) consumer materials, such as instructions, catalogs, or advertisements; and (4) reference materials, such as test instructions, encyclopedias, and children's magazines. While the initial use of the MCC exercises has produced evidence for their reliability and validity, their ultimate utility and worth will be established only when they have had further trial in a variety of school settings. (Author/PN)

ED 226 029 TM 830 057

Multiple-Choice Cloze Exercises: Textual Domain, Reading/Literature. SPPED Test Development Notebook, Form 81-R [and] Answer Key for Multiple-Choice Cloze Exercises: Textual Domain, Reading/Literature. SPPED Test Development Notebook, Form 85-R. Revised.

New York State Education Dept., Albany. Div. of Research.

Pub Date—77

Note—452p.; For related documents, see TM 830 056-065.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—*Answer Keys, Basal Reading, Biographies, *Cloze Procedure, Difficulty Level, Elementary Secondary Education, *Item Banks, Literature, *Multiple Choice Tests, Mythology, Nonfiction, *Reading Comprehension, *Reading Materials, Reading Tests, Textbooks

The "Test Development Notebook" is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. This volume contains 425 multiple-choice cloze exercises taken from textbooks in reading and literature, and the accompanying answer key. Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Supplemental, small-print codes on the exercises give additional passage information as explained in SPPED Form 86, the "Handbook." The "Handbook" is the guide to the "Test Development Notebook," and users should review it before starting to work with the multiple-choice cloze exercises in this volume. (Author/BW)

ED 226 030 TM 830 058

Multiple-Choice Cloze Exercises: Textual Domain, Language Arts. SPPED Test Development Notebook, Form 81-LA [and] Answer Key for Multiple-Choice Cloze Exercises: Textual Domain, Language Arts. SPPED Test Development Notebook, Form 85-LA. Revised.

New York State Education Dept., Albany. Div. of Research.

Pub Date—77

Note—219p.; For related documents, see TM 830 056-065.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Answer Keys, *Cloze Procedure, Difficulty Level, Elementary Secondary Education, Etymology, Grammar, *Item Banks, *Language Arts, *Multiple Choice Tests, Reading Comprehension, Reading Tests, Reference Materials, Speech Communication, Textbooks, Writing (Composition)

The "Test Development Notebook" is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. This volume contains 200 multiple-choice cloze exercises taken from language arts textbooks, and the accompanying answer key. Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Supplemental, small-print codes on the exercises give additional passage information as explained in SPPED Form 86, the "Handbook." The "Handbook" is the guide to the "Test Development Notebook," and users should review it before starting to work with the multiple-choice cloze exercises in this volume. (Author/BW)

ED 226 031 TM 830 059

Multiple-Choice Cloze Exercises: Textual Domain, Social Studies. SPPED Test Development Notebook, Form 81-SS [and] Answer Key for Multiple-Choice Cloze Exercises: Textual Domain, Social Studies. SPPED Test Development Notebook, Form 85-SS. Revised.

New York State Education Dept., Albany. Div. of Research.

Pub Date—77

Note—282p.; For related documents, see TM 830 056-065.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Answer Keys, Civics, *Cloze Procedure, Cultural Education, Difficulty Level, Economics, Elementary Secondary Education, Geography, History, *Item Banks, *Multiple Choice Tests, Psychology, Reading Comprehension, Reading Tests, *Social Studies, Sociology, Textbooks

The "Test Development Notebook" is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. This volume contains 260 multiple-choice cloze exercises taken from textbooks in social studies, and the accompanying answer key. Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Supplemental, small-print codes on the exercises give additional passage information as explained in SPPED Form 86, the "Handbook." The "Handbook" is the guide to the "Test Development Notebook," and users should review it before starting to work with the multiple-choice cloze exercises in this volume. (Author/BW)

ED 226 032 TM 830 060

Multiple-Choice Cloze Exercises: Textual Domain, Science. SPPED Test Development Notebook, Form 81-S [and] Answer Key for Multiple-Choice Cloze Exercises: Textual Domain, Science. SPPED Test Development Notebook, Form 85-S. Revised.

New York State Education Dept., Albany. Div. of Research.

Pub Date—77

Note—219p.; For related documents, see TM 830 056-065.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Answer Keys, Biology, Chemistry, *Cloze Procedure, Difficulty Level, Earth Science, Elementary Secondary Education, *Item Banks, *Multiple Choice Tests, *Physical Sciences, Physics, Reading Comprehension, Reading Tests, *Technology

The "Test Development Notebook" is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. This volume contains 200 multiple-choice cloze exercises taken from textbooks in science, and the accompanying answer key. Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Supplemental, small-print codes on the exercises give additional passage information as explained in SPPED Form 86, the "Handbook." The "Handbook" is the guide to the "Test Development

Notebook," and users should review it before starting to work with the multiple-choice cloze exercises in this volume. (Author/BW)

ED 226 033 TM 830 061

Multiple-Choice Cloze Exercises: Textual Domain, Mathematics. SPPED Test Development Notebook, Form 81-M [and] Answer Key for Multiple-Choice Cloze Exercises: Textual Domain, Mathematics. SPPED Test Development Notebook, Form 85-M. Revised.

New York State Education Dept., Albany. Div. of Research.

Pub Date—77

Note—219p.; For related documents, see TM 830 056-065.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Algebra, Analytic Geometry, *Answer Keys, *Cloze Procedure, Computation, Difficulty Level, *Elementary School Mathematics, Elementary Secondary Education, Geometry, Graphs, *Item Banks, *Multiple Choice Tests, Number Concepts, Probability, Reading Comprehension, Reading Tests, *Secondary School Mathematics, Set Theory, Trigonometry

The "Test Development Notebook" is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. This volume contains 200 multiple-choice cloze exercises taken from textbooks in mathematics, and the accompanying answer key. Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Supplemental, small-print codes on the exercises give additional passage information as explained in SPPED Form 86, the "Handbook." The "Handbook" is the guide to the "Test Development Notebook," and users should review it before starting to work with the multiple-choice cloze exercises in this volume. (Author/BW)

ED 226 034 TM 830 062

Multiple-Choice Cloze Exercises: Citizen Domain, Newspapers. SPPED Test Development Notebook, Form 81-N [and] Answer Key for Multiple-Choice Cloze Exercises: Citizen Domain, Newspapers. SPPED Test Development Notebook, Form 85-N. Revised.

New York State Education Dept., Albany. Div. of Research.

Pub Date—77

Note—137p.; For related documents, see TM 830 056-065.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Answer Keys, *Cloze Procedure, Difficulty Level, Editorials, Elementary Secondary Education, *Item Banks, *Multiple Choice Tests, *Newspapers, Reading Comprehension, Reading Tests

The "Test Development Notebook" is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. This volume contains 120 multiple-choice cloze exercises taken from front page stories, feature stories, and editorials of newspapers; and the accompanying answer key. Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Supplemental, small-print codes on the exercises give additional passage information as explained in SPPED Form 86, the "Handbook." The "Handbook" is the guide to the "Test Development Notebook," and users should review it before starting to work with the multiple-choice cloze exercises in this volume. (Author/BW)

ED 226 035 TM 830 063

Multiple-Choice Cloze Exercises: Citizen Domain, News Magazines. SPPED Test Development Notebook, Form 81-NM [and] Answer Key for Multiple-Choice Cloze Exercises: Citizen Domain, News Magazines. SPPED Test Development Notebook, Form 85-NM. Revised.

New York State Education Dept., Albany. Div. of Research.

Pub Date—77

Note—136p.; For related documents, see TM 830 056-065.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.
 Descriptors—*Answer Keys, *Cloze Procedure, Difficulty Level, Editorials, Elementary Secondary Education, *Item Banks, *Multiple Choice Tests, News Media, *Periodicals, Reading Comprehension

Identifiers—*News Magazines

The "Test Development Notebook" is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. This volume contains 120 multiple-choice cloze exercises taken from news magazines, and the accompanying answer key. Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Supplemental, small-print codes on the exercises give additional passage information as explained in SPED Form 86, the "Handbook." The "Handbook" is the guide to the "Test Development Notebook," and users should review it before starting to work with the multiple-choice cloze exercises in this volume. (Author/BW)

ED 226 036 **TM 830 064**
Multiple-Choice Cloze Exercises: Consumer Domain. SPED Test Development Notebook, Form 81-C [and] Answer Key for Multiple-Choice Cloze Exercises: Consumer Domain. SPED Test Development Notebook, Form 85-C. Revised.

New York State Education Dept., Albany. Div. of Research.

Pub Date—77

Note—115p; For related documents, see TM 830 056-065.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Advertising, *Answer Keys, Catalogs, *Cloze Procedure, *Consumer Education, Contracts, Difficulty Level, Elementary Secondary Education, *Item Banks, *Multiple Choice Tests, Periodicals, Reading Comprehension, Reading Tests

Identifiers—Instructions

The "Test Development Notebook" is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. This volume contains 100 multiple-choice cloze exercises taken from consumer magazines, catalogs, instructions, advertisements, and contracts; and the accompanying answer key. Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Supplemental, small-print codes on the exercises give additional passage information as explained in SPED Form 86, the "Handbook." The "Handbook" is the guide to the "Test Development Notebook," and users should review it before starting to work with the multiple-choice cloze exercises in this volume. (Author/BW)

ED 226 037 **TM 830 065**
Multiple-Choice Cloze Exercises: Reference Domain. SPED Test Development Notebook, Form 81-RF [and] Answer Key for Multiple-Choice Cloze Exercises: Reference Domain. SPED Test Development Notebook, Form 85-RF. Revised.

New York State Education Dept., Albany. Div. of Research.

Pub Date—77

Note—115p; For related documents, see TM 830 056-064.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Answer Keys, *Cloze Procedure, Difficulty Level, Elementary Secondary Education, Encyclopedias, *Item Banks, *Multiple Choice Tests, Periodicals, Reading Comprehension, Reading Tests, *Reference Materials, Testing

The "Test Development Notebook" is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. This volume contains 100 multiple-choice cloze exercises taken from test instructions, instructional magazines, encyclopedias, reference books, and children's magazines; and the accompanying answer key. Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Supplemental, small-print codes on the exercises give additional passage information as explained in

SPED Form 86, the "Handbook." The "Handbook" is the guide to the "Test Development Notebook," and users should review it before starting to work with the multiple-choice cloze exercises in this volume. (Author/BW)

ED 226 038 **TM 830 068**
Annual Evaluation Report of Federally-Funded Educational Programs, FY 1982.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—Dec 82

Note—116p; For related document, see ED 216 016. Prepared by State-Federal Programs Division.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, Art Education, Basic Skills, Compensatory Education, Educational Improvement, *Educational Objectives, Elementary Secondary Education, *Federal Programs, *Federal State Relationship, Program Effectiveness, *Program Evaluation, Special Education

Identifiers—*Oklahoma

This summary evaluation report is designed to (1) give an indication of how Oklahoma achieves the goals of Federal programs; (2) increase understanding of various Federal programs; and (3) show the degree of achievement of the goals of the State-Federal Programs Division. The following programs are described: Adult Basic Education; Arts in Education Program; Basic Skills Improvement; Career Education; Civil Rights Technical Assistance and Training Programs; Compensatory Education; Dissemination Capacity Building; Educational Improvement, Resources, and Support; Gifted and Talented Education; Human Relations; Indian Education; K-12 Traffic Safety Education; School Bus Driver Training Program; School Lunch Section; School Plant Services Section; Special Education Programs and Projects; State Leadership; Transition Program for Refugee Children; and Women into the Superintendency Position. Each brief evaluation report contains information on the program's purpose, state allocation of Federal funds, program scope, representative objectives, evidence of program effectiveness, and involvement and dissemination activities. (Author/PN)

ED 226 039 **TM 830 069**
BSAP Parent Support Project, 1981-1982. Final Project Report.

Southeastern Public Education Program, Columbia, S.C.

Spons Agency—Needmor Fund, Toledo, Ohio.

Pub Date—Dec 82

Note—109p; Some pages are marginally legible due to faint print.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Achievement Tests, *Basic Skills, Educational Legislation, Elementary Secondary Education, Instructional Improvement, Low Achievement, Minimum Competency Testing, *Parent Participation, *Parent School Relationship, *Program Effectiveness, State Programs, Testing Programs, Test Interpretation

Identifiers—*South Carolina Basic Skills Assessment Program

In 1978, the South Carolina state legislature passed Act 631, resulting in the mandated Basic Skills Assessment Program (BSAP) to improve the quality of instruction in the areas of reading, writing, and mathematics. This report is the documentation of a 1-year Southeastern Public Education Program project, the Basic Skills Assessment Program-Parent Support Project, conducted in South Carolina. The project was designed for parents whose children were most likely not to meet the mandated standards of the BSAP; it sought to encourage and prepare parents to have increased contact with the schools in which their children were enrolled to assure that their children were benefiting from the requirements of the BSAP. This was achieved through an outreach and training project to provide: an understanding of the general purpose, the educational implications and the importance of discussing their child's performance on the BSAP; and knowledge of what questions to ask, what they could do to assure that their child received the assistance needed, and which community groups/individuals could provide assistance in understanding BSAP test results. Documentation of the project (questionnaire, letters to parents, school district presentations, meeting agendas, and correspond-

ence) is included in the appendices. (Author/PN)

ED 226 040 **TM 830 072**

Guba, Egon G. Lincoln, Yvonna S.

Causality vs. Plausibility: Alternative Stances for Inquiry into Human Behavior. Draft.

Pub Date—Mar 82

Note—37p; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavioral Sciences, Epistemology, Human Relations, Inquiry, Intervention, *Scientific Methodology, *Social Sciences

Identifiers—*Causality Approach, *Plausibility Approach

Arguing that the concept of causality in human experience is archaic, unnecessary, and misleading, particularly in the social/behavioral sciences, a new plausibility approach is proposed for understanding relationships among entities. The epistemological history of causality includes positivist, deductive-nomological, essentialist, activity or manipulability, and probabilistic approaches. It is proposed that the concept of causality is poorly established and that it has proven to be impossible to divest the concept of causality of influences depending on human experience, judgment and insight. The tendency to describe causality as attributional is examined. It is proposed that the causality concept be replaced with the concept of plausibility; that understanding be substituted for prediction and control. It is argued that plausibility is consistent with naturalistic inquiry and obviates problems with conventional causality formulations. It is suggested that preliminary criteria for determining when a plausibility assertion is sufficiently persuasive should include groundedness in a situation, internal consistency, confirmability and wholism. The proposed argument is applied to the use of interventions for the alleviation of educational problems. (CM)

ED 226 041 **TM 830 073**

Crandall, Richard C.

Characteristics of Research Appearing in Gerontology Journals between 1975-1980.

Pub Date—Nov 82

Note—19p; Paper presented at the Annual Meeting of the Gerontological Society of America (35th, Boston, MA, November 19-23, 1982); For related documents, see EJ 129 068 and EJ 127 391.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, *Gerontology, Older Adults, Quality Control, *Research Methodology, *Research Problems, *Research Reports, Sampling, *Scholarly Journals, Standards

Identifiers—*Research Trends

There has recently been a tremendous increase in the quantity of research published in gerontology. While the increase in the quantity of research has been regarded positively by gerontologists, there has been little discussion or evaluation of the quality of the research. Two articles that appeared in 1975 were both very critical of gerontological research published prior to 1975. Specifically these articles noted that the terminology used to describe subjects was ambiguous and overlapping; samples were small, non-random, and poorly described; and there was a lack of studies on minority groups. Both articles made recommendations for future research. To ascertain if the recommendations of these articles had an impact on those submitting articles, journal referees, or journal editors, this study examined research published in five gerontology journals between 1975-1980. This study found that the deficiencies noted in gerontological research published prior to 1975 were still present in research published between 1975-1980. The results indicate that the quality of research in gerontology is often inadequate. Guidelines for future research are made. (Author)

ED 226 042

TM 830 074

Mirkin, Phyllis K., Ed. *And Others*
Considerations for Designing a Continuous Evaluation System: An Integrative Review.
 Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency—Department of Education, Washington, DC.

Report No.—IRLD-Mono-20

Pub Date—Dec 82

Contract—300-80-0622

Note—172p.

Available from—Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minnesota, Minneapolis, MN 55455 (\$3.00).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Curriculum, *Disabilities, Elementary Secondary Education, *Evaluation Methods, *Federal Legislation, *Individualized Education Programs, Program Development, Program Implementation, *Program Improvement, *Student Evaluation, Student Improvement

Federal law (PL 94-142) has charged schools with the task of constructing for handicapped students individual educational programs that specify curriculum-based goals with procedures for measuring progress toward these goals. To demonstrate substantive and procedural compliance with this law, measurement and evaluation procedures must be incorporated into the instructional program. This monograph presents a decision matrix that provides a model for developing an adequate and useful measurement and evaluation system. Available empirical work supporting the use of specific procedures for curriculum-based evaluation of student performance in reading, spelling, and written expression is discussed within the decision matrix framework. Technical, effectiveness, and logistical considerations are discussed, and data related to "what to measure" and "how to measure" decisions are provided. Alternate procedures are described for data summarization and interpretation. Technical, instructional, and logistical advantages and disadvantages of data utilization procedures are reviewed. A case study demonstrates the implementation of the recommended procedures. In this study, a teacher measured and evaluated the reading progress of a mildly-handicapped fourth grader who was reading at a second grade level. Tables and figures are appended. (Author/PN)

ED 226 043

TM 830 076

Fuchs, Lynn S. *And Others*
Direct and Frequent Measurement and Evaluation: Effects on Instruction and Estimates of Student Progress.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency—Department of Education, Washington, DC.

Report No.—IRLD-RR-97

Pub Date—Nov 82

Contract—300-80-0622

Note—54p.

Available from—Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minnesota, Minneapolis, MN 55455 (\$3.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Classroom Observation Techniques, Curriculum, *Disabilities, *Educational Diagnosis, Elementary Education, *Evaluation Methods, Federal Legislation, Individualized Education Programs, Informal Assessment, *Instructional Improvement, Mainstreaming, Special Education Teachers, Student Evaluation

Identifiers—Structure of Instruction Rating Scale

The purpose of this study was to explore whether, and if so how, ongoing measurement and evaluation procedures affect the instruction that special educators provide and the educational decisions that they make. Eighteen experimental group teachers employed specific continuous evaluation procedures while 21 contrast group teachers employed conventional special education measurement and evaluation procedures. During the 18-week treatment, the teachers' structure of instruction was measured three times, and the teachers' educational decisions and their assessment procedures were surveyed at the middle and end of the treatment. Additionally, at the termination of the study, teachers' descriptions and ratings of the experimental procedures

were assessed. Analyses revealed that using systematic, ongoing measurement and evaluation procedures increased the degree of structure in the instruction teachers provide, and resulted in more specific and realistic judgments about student programs and progress and more responsive pedagogical decisions. Experimental teachers also reported that, although time-consuming, their procedures were feasible and useful. Structure of instruction rating scale, teacher questionnaires, a goal and objective form, and experimental and contrast training schedule forms are appended. (Author/PN)

ED 226 044

TM 830 079

Greener, Jean W. *And Others*

The Educational Environment and Students' Responding Times as a Function of Students' Teacher-Perceived Academic Competence.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency—Department of Education, Washington, DC.

Report No.—IRLD-RR-86

Pub Date—Aug 82

Contract—300-80-0622

Note—121p.; Appendices are marginally legible due to small and/or faint print.

Available from—Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minnesota, Minneapolis, MN 55455 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, *Classroom Observation Techniques, Conceptual Tempo, Educational Environment, Elementary Education, Evaluation Methods, *Informal Assessment, Performance, Reaction Time, Student Behavior, Time Factors (Learning), *Time on Task

Identifiers—Coding, Interval Time Sampling, Peabody Individual Achievement Test

The use of time in school, specifically the portion of time defined as active responding time, has been shown to correlate significantly with achievement. The comprehensive observational methodology of the academic engaged time studies provides the basis for systematically investigating student responding time and elements of the educational environment. Thirty third- and fourth-grade students were observed over two entire school days to examine the educational environment and students' responding times as a function of whether the students had been ranked by their teachers as high, middle, or low in academic competence. Only one statistically significant difference was found among groups: high academic group students engaged in academic talk for a greater amount of time than did low academic group students. In contrast to previous studies, no differences were found in the amounts of teacher praise and criticism or in student time engaged in academic versus inappropriate behaviors. Correlational analyses of engaged times and achievement were inconsistent. Definitions and examples of code for instructional structure and student academic response events and optical scanner coding sheets are appended. (Author/PN)

ED 226 045

TM 830 080

Fuchs, Lynn S. *And Others*

Effects of Frequent Curriculum-Based Measurement and Evaluation on Student Achievement and Knowledge of Performance: An Experimental Study.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency—Department of Education, Washington, DC.

Report No.—IRLD-RR-96

Pub Date—Nov 82

Contract—300-80-0622

Note—65p.

Available from—Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minnesota, Minneapolis, MN 55455 (\$3.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Curriculum Development, *Disabilities, Elementary Education, *Evaluation Methods, Federal Legislation, Individualized Education Programs, Pretests Posttests, Program Development, Program Improvement, Rating Scales, *Self Concept, Special Education Teachers

Identifiers—*Stanford Diagnostic Reading Test In special education, a merger between assess-

ment and instruction is mandated by Federal law (PL 94-142), wherein teachers of handicapped pupils are required to specify individualized educational programs that include procedures for assessing students' progress toward goal attainment. The purpose of this study was to determine the effects of technically adequate, repeated curriculum-based measurement and evaluation procedures on students' reading achievement and on their knowledge concerning their own learning. Thirty-nine teachers, each having three or four students in the study, were assigned randomly to measurement/evaluation groups. Experimental group teachers employed continuous evaluation procedures while contrast group teachers employed conventional special education measurement and evaluation procedures. Students were pre- and posttested on an oral passage reading test and they were posttested on the Stanford Diagnostic Reading Test, Structural Analysis and Reading Comprehension subtests. Additionally, students were interviewed at the end of the study to assess their knowledge about their own progress. Analyses revealed that experimental students achieved more than contrast group students and were more knowledgeable about their learning. Results suggest that technically adequate, repeated curriculum-based measurement, when used by teachers to evaluate and modify programs, positively affects student achievement. Rating scales, an interview form and training schedules are appended. (Author/PN)

ED 226 046

TM 830 081

Beattie, Susan *And Others*

Effects of Test Modifications on Minimum Competency Test Performance of Third Grade Learning Disabled Students.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency—Department of Education, Washington, DC.

Report No.—IRLD-RR-102

Pub Date—Dec 82

Contract—300-80-0622

Note—31p.

Available from—Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minnesota, Minneapolis, MN 55455 (\$3.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Grade 3, *Learning Disabilities, *Minimum Competency Testing, *Performance Factors, Primary Education, State Legislation, Test Construction, *Test Format

Identifiers—Florida, *Florida State Student Assessment Test

The effects of physical modifications of the minimum competency test on the performance of third grade learning disabled (LD) students (n=345) on versions of a Florida state minimum competency test are evaluated. The test modifications included alterations in line length, groupings of items, answer formats, administration procedures, as well as changes in graphic representations within the test, and the test's general physical layout. Test content (i.e., state standards assessed) was not altered. No differences were indicated in scores obtained on the large-print versions of a physically modified test when compared to performance on a regular-print version of the same test. Learning disabled students did perform better on the modified tests compared to the unmodified tests. Test modifications that facilitate performance of LD students are: (1) completion of subsections of the test that include 30-40 items at a time; (2) adding at least one example for each different set of items within any section of the test; (3) grouping items that measure similar skills together in progressive order of difficulty from easiest to most difficult; and, (4) placing answer options in a vertical format with flattened, horizontal elliptical ovals for answer bubbles placed on the right; (5) using unjustified formats for reading comprehension passages and placing them in separate boxes set off from the sentences testing comprehension; and (6) using continuation arrows and stop signs to organize the flow of items within the tests. (PN)

ED 226 047 TM 830 082

Marston, Doug And Others
Eligibility for Learning Disability Services: A
Direct and Repeated Measurement Approach.
Minnesota Univ., Minneapolis. Inst. for Research
on Learning Disabilities.

Spons Agency—Department of Education, Wash-
ington, DC.

Report No.—IRLD-RR-89

Pub Date—Sep 82

Contract—300-80-0622

Note—55p.

Available from—Editor, IRLD, 350 Elliott Hall,
750 East River Road, University of Minneapolis,
MN 55455 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Elementary
Education, Eligibility, *Evaluation Methods,
*Learning Disabilities, Measures (Individuals),
Reading, Remedial Instruction, *Special Educa-
tion, Spelling, Student Evaluation, *Student
Placement, Test Validity, Written Language

The performance of 566 elementary students en-
rolled in grades 1-6 from Minnesota, Pennsylvania,
and Washington, on direct measures of reading,
spelling, and written expression was analyzed to de-
termine the rate of students who would be eligible
for special education services by each of four dis-
crepancy criteria. Measures were individually ad-
ministered by a trained examiner. Testing lasted
approximately 25 minutes. Stimulus materials were
presented in the following order for each student:
(1) three isolated word lists, (2) three oral passages,
(3) two dictated spelling lists, and (4) two story
starters. Results indicated that while a 2.0 to 3.0
times discrepancy from peers was an appropriate
level for determining low performance students in
grades 3-6, even a stringent 3.0 times discrepancy
would identify too many students in grades 1 and 2.
The development of a task with a greater number of
simple items is suggested as an alternate solution for
identifying an appropriate criterion for students in
grades 1 and 2. (Author/PN)

ED 226 048 TM 830 084

Marston, Doug Deno, Stanley L.
Implementation of Direct and Repeated Measure-
ment in the School Setting.
Minnesota Univ., Minneapolis. Inst. for Research
on Learning Disabilities.

Spons Agency—Department of Education, Wash-
ington, DC.

Report No.—IRLD-RR-106

Pub Date—Dec 82

Contract—300-80-0622

Note—45p.

Available from—Editor, IRLD, 350 Elliott Hall,
750 East River Road, University of Minneapolis,
MN 55455 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cost Effectiveness, Elementary Educa-
tion, *Feasibility Studies, Individualized Educa-
tion Programs, *Individual Testing,
*Measurement Techniques, *Reading Achieve-
ment, Student Placement, Teacher Attitudes, Test
Validity, Word Recognition

Identifiers—Minneapolis Public Schools MN, *Re-
peated Testing

A continuous pupil progress monitoring system
was implemented in two elementary schools; 552
students and 38 educational personnel were in-
volved. The monitoring system employed was ini-
tially designed to evaluate students receiving special
services and their progress toward individual educa-
tion plan reading goals. The model emphasized di-
rect assessment in the students' grade level basal
reader (Ginn Reading Series) and repeated mea-
surement of the number of words read correctly in
students' 1-minute readings for 16 weeks. The num-
ber of words read correctly by the student was tabu-
lated and the information entered into a
microcomputer program. A computer printout dis-
played a graph of each student's performance and a
summary of descriptive statistics (baseline level,
current level, average weekly gain or loss, and
amount of variability in reading scores). Actual time
for administration and scoring was approximately 3
minutes per student. Teachers generally felt that the
information collected was instructionally relevant.
The extent to which student performance data were
valid indices of student achievement, were sensitive
to pupil growth, and could be used to judge the
efficacy of program placement and student progress
in the program also were examined. Results suggest

that the system can be implemented successfully on
a wide-scale basis in schools. (Author/PN)

ED 226 049 TM 830 087

Marston, Doug Deno, Stanley L.

Measuring Academic Progress of Students with
Learning Difficulties: A Comparison of the Semi-
Logarithmic Chart and Equal Interval Graph
Paper.

Minnesota Univ., Minneapolis. Inst. for Research
on Learning Disabilities.

Spons Agency—Department of Education, Wash-
ington, DC.

Report No.—IRLD-RR-101

Pub Date—Nov 82

Contract—300-80-0622

Note—33p.

Available from—Editor, IRLD, 350 Elliott Hall, 75
East River Road, University of Minneapolis, MN
55455 (\$3.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Elementary
Education, Evaluation Methods, *Graphs, In-
dividualized Education Programs, *Learning
Disabilities, Low Achievement, *Predictive
Measurement, Reading Skills, *Scores, Special
Education, *Student Evaluation, Writing Skills
Identifiers—Repeated Measures Design

The accuracy of predictions of future student per-
formance on the basis of graphing data on semi-
logarithmic charts and equal interval graphs was
examined. All 83 low-achieving students in grades
3 to 6 read randomly-selected lists of words from
the Harris-Jacobson Word List for 1 minute. The
number of words read correctly and words read in-
correctly were scored. Story starters were used to
obtain weekly 3-minute writing samples from the 83
students. The compositions were scored for total
words written, words written correctly and incor-
rectly, and correct letter sequences written. Predic-
tions made for the students on the basis of the
reading and written expression data collected over
7 weeks were compared to actual data collected for
weeks 8, 9, and 10. Analyses of deviations between
predictions and actual scores indicated that predic-
tions were more accurate when the data had been
graphed on equal interval graphs. (Author/PN)

ED 226 050 TM 830 088

New Mexico High School Proficiency Examina-
tion. Administrators' Handbook.

New Mexico State Dept. of Education, Santa Fe.
Pub Date—[80]

Note—19p.; Some tables may be marginally legible
due to small print. For related document, see ED
211 563.

Pub Type—Guides - Non-Classroom (055) — Re-
ports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, Competency Based
Education, *Graduation Requirements, *High
Schools, *Measurement Objectives, Minimum
Competency Testing, Program Development,
State Programs, Student Evaluation, *Testing
Programs, *Test Use

Identifiers—New Mexico High School Proficiency
Examinations

This handbook contains suggestions for the use of
results from the New Mexico High School Profici-
ency Examination (NMHSPE) and describes
procedures for developing programs and planning
intervention strategies. The information and guide-
lines will facilitate administrative action for pro-
gram improvement through integration of the
NMHSPE results and other evaluation data. The
examination is part of the New Mexico Basic Skills
Plan for statewide assessment of student proficiency
for diploma endorsement. The examination is ad-
ministered to all 10th grade students and, subse-
quently, to 11th and 12th grade students or new
residents. Test items assess the skill areas of com-
putation, identification of facts and terms, problem
solving, reading and writing; and the content areas
of community resources, consumer economics, gov-
ernment and law, and health. To insure the acquisi-
tion of basic skills, all goals, objectives,
competencies, and skills are established at appropri-
ate points in the curriculum; remediation is pro-
vided to students not meeting local criteria at the
10th grade checkpoint; all eligible students are in-
cluded; writing skills appraisal is related to func-
tional competence and equitable criteria; and
consistent procedures are used in scoring. The sug-
gested procedures following the examination are cyc-
lic with the results providing major input on

program and student outcomes. (CM)

ED 226 051 TM 830 090

Cassery, Patricia Lund

Older Students and the SAT.

College Entrance Examination Board, New York,
N.Y.; Educational Testing Service, Princeton,
N.J.

Report No.—CB-R-82-8; ETS-RR-82-49

Pub Date—82

Note—15p.; Some tables may be marginally legible
due to small print.

Available from—College Board Publications, Box
886, New York, NY 10101 (\$4.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Adults, *Adult Students, *College
Entrance Examinations, *Counseling Services,
Higher Education, Predictive Validity, Reentry
Students, *Student Attitudes, *Test Use

Identifiers—American College Testing Program,
College Entrance Examination Board, Educa-
tional Testing Service, *Scholastic Aptitude Test,
Washington Precollege Testing Program

This report studied the predictive validity of the
Scholastic Aptitude Test (SAT) for older students
(early twenties to late fifties) at three universities
and students' reactions to the admissions process.
Analysis supports the use of SATs with local predic-
tion equations. Interviews with older students sug-
gest that their range of circumstances requires a
sensitive use of any such instrument and effective
counseling. Recommendations to the College Board
include: the regular retention of SAT candidates' ages
at Educational Testing Service to facilitate fu-
ture research in this area; information and leader-
ship on adult admissions provided by the College
Board, both to institutions and to candidates; and
further research on the assessment of adults' pre-
admission experiences. Older female students were
found to obtain higher grades than those predicted
from test scores and high school grades. The author
concludes that using both test scores and high
school grades will improve the grade prediction sig-
nificantly over either predictor used alone. (Au-
thor/PN)

ED 226 052 TM 830 091

Marston, Doug And Others

Predictive Efficiency of Direct, Repeated Measure-
ment: An Analysis of Cost and Accuracy in
Classification.

Minnesota Univ., Minneapolis. Inst. for Research
on Learning Disabilities.

Spons Agency—Department of Education, Wash-
ington, DC.

Report No.—IRLD-RR-104

Pub Date—Dec 82

Contract—300-80-0622

Note—35p.

Available from—Editor, IRLD, 350 Elliott Hall, 75
East River Road, University of Minneapolis, MN
55455 (\$3.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, *Cost Effectiveness,
Data Collection, Elementary Education,
Identification, *Learning Disabilities, *Predictive
Measurement, Screening Tests, *Special Educa-
tion, Student Evaluation, *Student Placement,
Test Reliability

Identifiers—*Discrepancy Analysis, Peabody In-
dividual Achievement Test, Stanford Diagnostic
Reading Test, Woodcock Johnson Psycho Educa-
tional Battery

Two studies were conducted to examine the ef-
ficacy of direct measurement, standardized achieve-
ment tests, and aptitude-achievement discrepancy
scores in distinguishing learning disabled (LD) and
nonlearning disabled (NLD) students in grades 3 to
6. For both reading (Study I) and written expression
(Study II), students' scores on direct and repeated
measures (Words in Isolation and Oral Reading)
predicted their classification as LD or NLD as well
as commercial measures of achievement (Stanford
Diagnostic Reading Test, the Peabody Individual
Achievement Test, and the Test of Written Lan-
guage) and aptitude-achievement discrepancy (the
Woodcock-Johnson Psycho-Educational Battery).
However, the direct measures required significantly
smaller expenditures, both in terms of cost and time.
The additional benefit was the use of direct, re-
peated measures to obtain common data bases
across decisions affording continuity between infor-
mation collected during assessment and the infor-

mation needed to evaluate instruction. (Author/PN)

ED 226 053 TM 830 093

Mappus, L. Lynne And Others

Reading: Grades 1, 2, 3. Teaching and Testing Our Basic Skills Objectives.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Sep 81

Note—233p.; For related documents, see ED 208 067 and TM 830 094-098.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Basic Skills, Beginning Reading, *Educational Objectives, Instructional Development, *Instructional Improvement, *Minimum Competency Testing, Primary Education, *Reading Skills, Reading Tests, State Programs, Test Construction, Testing Programs, Test Items

Identifiers—*South Carolina Basic Skills Assessment Program

Designed to be a tool for curriculum and instructional development consistent with assessment of the state objectives in reading, this teaching and testing guide provides a summary of the skills that should be considered instructionally and how each objective is tested. Information is included on state objectives for reading teachers for grades 1, 2, and 3. General information which applies to all grades or particular grade ranges and specific by-grade information is provided within each of the six state reading objectives: (1) decoding and word meaning, (2) details, (3) main idea, (4) reference usage, (5) inference, and (6) analysis of literature. For each objective, instructional activities are suggested for helping the student learn the basic skills. The reading levels of the tests for each grade are presented in tabular form. A cumulative reading word list is included. Procedures and examples are offered for writing test items. (Author/PN)

ED 226 054 TM 830 094

Mappus, L. Lynne And Others

Reading: Grades 4, 5, 6. Teaching and Testing Our Basic Skills Objectives.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Sep 81

Note—228p.; For related documents, see ED 208 067 and TM 830 093-098.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Basic Skills, *Educational Objectives, Instructional Development, *Instructional Improvement, Intermediate Grades, *Minimum Competency Testing, *Reading Skills, Reading Tests, State Programs, Test Construction, Testing Programs, Test Items

Identifiers—*South Carolina Basic Skills Assessment Program

Designed to be a tool for curriculum and instructional development consistent with assessment of the state objectives in reading, this teaching and testing guide provides a summary of the skills that should be considered instructionally and how each objective is tested. Information is included on state objectives for reading teachers for grades 4, 5, and 6. General information which applies to all grades or particular grade ranges and specific by-grade information is provided within each of the six state reading objectives: (1) decoding and word meaning, (2) details, (3) main idea, (4) reference usage, (5) inference and (6) analysis of literature. For each objective, instructional activities are suggested for helping the student learn the basic skills. The reading levels of the tests for each grade are presented in tabular form. A cumulative reading word list is included. Procedures and examples are offered for writing test items. (Author/PN)

ED 226 055 TM 830 095

Mappus, L. Lynne And Others

Reading: Grades 7 and 8. Teaching and Testing Our Basic Skills Objectives.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Sep 81

Note—201p.; For related documents, see ED 208 067 and TM 830 093-098.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Basic Skills, *Educational Objectives, Instructional Development, *Instructional Improvement, Junior High Schools, *Minimum Competency Testing, *Reading Skills, Reading Tests, State Programs, Test Construction, Testing Programs, Test Items

Identifiers—*South Carolina Basic Skills Assessment Program

Designed to be a tool for curriculum and instructional development consistent with assessment of the state objectives in reading, this teaching and testing guide provides a summary of the skills that should be considered instructionally and how each objective is tested. Information is included on state objectives for reading teachers for grades 7 and 8. General information which applies to all grades or particular grade ranges and specific by-grade information is provided within each of the six state reading objectives: (1) decoding and word meaning, (2) details, (3) main idea, (4) reference usage, (5) inference, and (6) analysis of literature. For each objective, instructional activities are suggested for helping the student learn the basic skills. The reading levels of the tests for each grade are presented in tabular form. A cumulative reading word list is included. Procedures and examples are offered for writing test items. (Author/PN)

ED 226 056 TM 830 096

Mappus, L. Lynne And Others

Mathematics: Grades 1, 2, 3. Teaching and Testing Our Basic Skills Objectives.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Sep 81

Note—194p.; For related documents, see ED 208 067 and TM 830 093-098.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Basic Skills, *Educational Objectives, *Elementary School Mathematics, Instructional Development, *Instructional Improvement, Mathematics Materials, Mathematics Skills, *Minimum Competency Testing, Primary Education, State Programs, Test Construction, Testing Programs, Test Items

Identifiers—*South Carolina Basic Skills Assessment Program

Designed to be a tool for curriculum and instructional development consistent with assessment of the state objectives in mathematics, this teaching and testing guide provides a summary of the skills that should be considered instructionally and how each objective is tested. Information is included on state objectives for mathematics teachers for grades 1, 2, and 3. General information which applies to all grades or particular grade ranges and specific by-grade information is provided within each of the five discussed state mathematics objectives: (1) concepts, (2) operations, (3) measurement, (4) geometry, and (5) problem solving. For each objective, instructional activities are suggested for helping the student learn the basic skills. The reading levels of the tests for each grade are presented in tabular form. A cumulative mathematics word list is included. Procedures and examples are offered for writing test items. (Author/PN)

ED 226 057 TM 830 097

Mappus, L. Lynne And Others

Mathematics: Grades 4, 5, 6. Teaching and Testing Our Basic Skills Objectives.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Sep 81

Note—206p.; For related documents, see ED 208 067 and TM 830 093-098.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Basic Skills, *Educational Objectives, *Elementary School Mathematics, Instructional Development, *Instructional Improvement, Intermediate Grades, Mathematics Materials, *Mathematics Skills, *Minimum Competency Testing, State Programs, Test Construction, Testing Programs, Test Items

Identifiers—*South Carolina Basic Skills Assessment Program

Designed to be a tool for curriculum and instructional development consistent with assessment of the state objectives in mathematics, this teaching and testing guide provides a summary of the skills that should be considered instructionally and how

each objective is tested. Information is included on state objectives for mathematics teachers for grades 4, 5, and 6. General information which applies to all grades or particular grade ranges and specific by-grade information is provided within each of the five state mathematics objectives: (1) concepts, (2) operations, (3) measurement, (4) geometry, and (5) problem solving. For each objective, instructional activities are suggested for helping the student learn the basic skills. The reading levels of the tests for each grade are presented in tabular form. A cumulative mathematics word list is included. Procedures and examples are offered for writing test items. (Author/PN)

ED 226 058 TM 830 098

Mappus, L. Lynne And Others

Mathematics: Grades 7 and 8. Teaching and Testing Our Basic Skills Objectives.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Sep 81

Note—182p.; For related documents, see ED 208 067 and TM 830 093-097.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Basic Skills, *Educational Objectives, Instructional Development, *Instructional Improvement, Junior High Schools, Mathematics Materials, *Mathematics Skills, *Minimum Competency Testing, *Secondary School Mathematics, State Programs, Test Construction, Testing Programs, Test Items

Identifiers—*South Carolina Basic Skills Assessment Program

Designed to be a tool for curriculum and instructional development consistent with assessment of the state objectives in mathematics, this teaching and testing guide provides a summary of the skills that should be considered instructionally and how each objective is tested. Information is included on state objectives for mathematics teachers for grades 7 and 8. General information which applies to all grades or particular grade ranges and specific by-grade information is provided within each of the five state mathematics objectives: (1) concepts, (2) operations, (3) measurement, (4) geometry, and (5) problem solving. For each objective, instructional activities are suggested for helping the student learn the basic skills. The reading levels of the tests for each grade are presented in tabular form. A cumulative mathematics word list is included. Procedures and examples are offered for writing test items. (Author/PN)

ED 226 059 TM 830 100

Report on the Implementation of the Basic Skills Assessment Program, 1980-81.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Dec 81

Note—72p.; For related document, see ED 208 066.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, *Basic Skills, Educational Legislation, Elementary Education, Elementary School Mathematics, Instructional Improvement, Program Implementation, Reading Skills, *School Readiness Tests, *State Programs, Test Construction, *Testing Programs, Writing Skills

Identifiers—*South Carolina Basic Skills Assessment Program

In compliance with Section 1 of the South Carolina 1978 Act 631, the following Basic Skills Assessment Program (BSAP) information is reported: (1) the administration of tests for first grade readiness and grades 1, 2, 3, 5, and 8; (2) the development and field-testing of the 11th grade test; (3) the field-testing of mandated basic skills instructional programs and materials; and (4) the monitoring of instructional components of the BSAP. The readiness test was administered to all first grade students in the fall of 1980. Approximately 64 percent of the students were classified by the readiness test as being "ready" to begin formal first grade instruction. The reading and mathematics tests were administered to grades 1, 2, 3, 5, and 8; a writing test was administered to grades 6 and 8. Score reports were provided to districts, schools, teachers, and parents so that additional instruction could be provided to students with deficiencies. During 1980-81, pools of test items were developed for grade 11

criterion-referenced tests. The Reading, Writing, and Mathematics Basic Skill Committees reviewed and revised both the test item specifications and test items, prior to field-testing. The results from the field-test will be reviewed and revised by the Basic Skills Committee prior to the statewide administration of the grade 11 test. (Author/PN)

ED 226 060 TM 830 101

Baird, Leonard L.

The Role of Academic Ability in High-Level Accomplishment and General Success.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Report No.—CB-R-82-6; ETS-RR-82-43

Pub Date—82

Note—45p.; Some tables may be marginally legible due to small print.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$4.00).

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Ability, Aptitude Tests, Biographical Inventories, Grade Point Average, *High Achievement, Occupational Surveys, *Predictive Validity, Profiles, *Success

Identifiers—Concept Mastery Test (Terman)

The relationship of measures of academic ability and grades with high level accomplishment was examined by extensively reviewing a wide ranging literature. This literature included studies of the highly creative, scientists and technicians, physicians, high- and middle-level managers, and high school and college students. The Terman studies of the gifted were also reviewed. Finally, studies of occupational attainment and income were examined. A very wide variety of criteria were used in these studies. In general, the studies demonstrated low positive relationships between academic aptitude and/or grades, and accomplishment. The closer the content of the measure of academic aptitude to the demands of the field, the stronger the relationship. The full force of academic ability can be seen "across" occupations and ability levels. These studies show that academic ability is related to educational and occupational attainment, broadly defined. (Author/PN)

ED 226 061 TM 830 104

Kelley, E. W.

Standardized Tests and Public Policy: The Politics of Selection in America.

Pub Date—Sep 82

Note—30p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Entrance Examinations, Court Litigation, *Educational Opportunities, Elementary Secondary Education, Policy Formation, *Politics, Professional Personnel, *Public Policy, Selection, *Standardized Tests, *Test Use

The way test scores are used by both the public and private sectors, and the way in which this use is promoted and regulated indicates how some public policies are formed and who characteristically bears the cost of policies as well as who benefits. What has been happening in the relationship between test use and policy formation is not unique, particularly when professional groups or guilds are involved. The displacement of costs, the disaggregated use of tests, the delegation of public authority, particularly at the state level, and the legislative deference given to professional judgments are inconsistent with the essentially political character of deciding who is to get what through the public sector. The use of standardized tests to implicitly define criteria of selection for educational opportunity or jobs essentially delegates a political or ethical decision to a group of individuals who, while not meaning to make that decision, project their own perception of professional norms. (CM)

ED 226 062 TM 830 105

Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Education Commission of the States, Denver, Colo.; National Inst. of Education (ED), Washington, DC.

Report No.—NAEP-AY-HS-50

Pub Date—Dec 82

Grant—NIE-G-80-0003

Note—17p.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295 (\$2.00).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, *Educational Assessment, *Educational Quality, Elementary Secondary Education, *Federal Programs, Government Role, *National Programs, *Program Descriptions, Program Improvement

Identifiers—*Educators, *National Assessment of Educational Progress

Reports of declining test scores and high school graduates who can't read or compute have triggered a public demand for higher standards in education. In light of this demand, National Assessment re-examined its role with respect to raising educational quality in this country. The National Assessment of Educational Progress (NAEP) asked seven educators to answer questions about NAEP's appropriate role regarding standards. (1) To what extent is there a desire to establish and raise standards in the United States? (2) What is the nature of the desire? (3) How are standards of educational achievement raised beyond that of minimum proficiency? (4) What roles should NAEP play in developing or setting educational standards at the national, state, and local levels? (5) What process should NAEP use to assure that elements important to particular learning areas be included? (6) What ways of organizing/structuring objectives would help facilitate raising educational standards? Their responses, synthesized in this paper, shed light on the nature of the public's desire for standards and on steps various communities are taking and provide recommendations on the part that the National Assessment should play. Primary types of information provided by report: Program Description (Program Goals). (Author/PN)

ED 226 063 TM 830 108

Hesley, Terry And Others

South Carolina Statewide Testing Program, 1980-1981. Summary Report. Office of Research Report Series, Volume One/Number 58.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Aug 81

Note—35p.; For related documents, see ED 147 334 and ED 196 929.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Tests, Basic Skills, Compensatory Education, Disadvantaged Youth, Educational Assessment, Elementary Secondary Education, National Norms, Norm Referenced Tests, *State Programs, *Testing Programs, *Test Results

Identifiers—*Comprehensive Tests of Basic Skills, South Carolina, *South Carolina Statewide Testing Program

This summary report is intended to provide answers to questions that local school personnel may have concerning the 1980-81 South Carolina Statewide Testing Program. The Comprehensive Tests of Basic Skills, Form S (CTBS/S), which measure reading, language, mathematics, science, social studies, and reference skills, were administered to 134,753 South Carolina students in grades 4, 7, and 10. The results for each subject area are presented for all students and Title I students. The major changes in the 1980-81 Statewide Testing Program was the move to testing at grades 4, 7, and 10 from grades 3, 6, and 11. This change established a new baseline year in terms of comparison of test data across years. 1980-81 data are not comparable with results from previous years due to this grade level testing change. Longitudinal comparisons may be made which compare the same students across the years from 1976-77 to 1980-81. (Author/PN)

ED 226 064 TM 830 111

Stricker, Lawrence J.

Test Disclosure and Retest Performance on the Scholastic Aptitude Test.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Report No.—CB-R-82-7; ETS-RR-82-48

Pub Date—82

Note—16p.; Some tables may be marginally legible due to small print.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$4.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Entrance Examinations, High Schools, *Performance Factors, Scores, *State Legislation, *Test Coaching, Testing Problems, Testing Programs, *Test Wiseness

Identifiers—Retesting, *Scholastic Aptitude Test, *Test Disclosure

The aim of this study was to evaluate the effect of disclosing a Scholastic Aptitude Test (SAT) form on the retest performance of examinees who initially had been tested with the disclosed form and subsequently retested with a different form. Retest performance was compared for three random samples of examinees who had been tested with the SAT as high school juniors in the May 1981 administration in New York and then retested with it in the October 1981 administration: the standard set of disclosed material for the May SAT was sent to two experimental groups, along with either a noncommittal or an encouraging letter intended to vary their motivation to use the material; nothing was sent to the control group. The three groups were generally similar in the level, stability, and concurrent validity of their October scores, indicating that access to the disclosed material had no appreciable effects on retest performance. The absence of differences for the two experimental groups and for subgroups within them that would have been most apt to use the material suggests that use of the material had no discernible effect either. (Author)

ED 226 065 TM 830 112

Testing in the Schools: What Does It Mean?

Vermont State Dept. of Education, Montpelier. Div. of Federal Assistance.

Spons Agency—Department of Education, Washington, DC.

Pub Date—May 81

Note—23p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Criterion Referenced Tests, Diagnostic Tests, Elementary Secondary Education, Intelligence Tests, Norm Referenced Tests, *Scores, *Standardized Tests, *Testing, *Test Interpretation, Test Theory

Identifiers—Elementary Secondary Education Act Title I

Because testing, in many different forms, currently plays such an important role in education, Elementary Secondary Education Act, Title I, the Division of Federal Assistance in the Vermont State Department of Education, prepared this brochure to present a general introduction to terms and phrases commonly used in testing and to highlight some of the advantages and disadvantages of intelligence tests, achievement tests, and diagnostic tests. The difference between, as well as the advantages and disadvantages of, norm-referenced and criterion-referenced tests are discussed. The "meaning" of five kinds of test scores are presented: raw scores, grade equivalents, percentiles, stanines, and normal curve equivalents. While this pamphlet attempts to provide an overview on testing, it also points out that testing can be a complicated process that requires a great deal of careful consideration before conclusions can be drawn. (Author/PN)

ED 226 066 TM 830 113

Texas Assessment of Basic Skills: As Reported by the Commissioner of Education. Submitted to the Governor, Lt. Governor and the Sixty-Eighth Legislature. Texas Education Code [16.176(e)].

Texas Education Agency, Austin.

Report No.—TEA-GE3-442-01

Pub Date—Nov 82

Note—188p.; Paper copy not available due to small print.

Available from—Publications Distribution Office, Texas Education Agency, 201 E. Eleventh St.,

Austin, TX 78701. (\$2.00).
Pub Type—Reports—Evaluative (142)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Basic Skills, *Educational Assessment, Educationally Disadvantaged, Elementary Secondary Education, Ethnic Groups, Evaluation Criteria, Mastery Tests, Mathematics Skills, Minority Groups, Reading Skills, *State Programs, *Testing Programs, *Test Results, Writing Skills

Identifiers—*Texas Assessment of Basic Skills

Summary reports and student performance results from the Texas statewide assessment of minimum basic skills in reading, writing, and mathematics are presented. The Texas Assessment of Basic Skills (TABS) was developed in 1979 to provide support for educationally disadvantaged children. Criterion-referenced tests are administered to students in third, fifth, and ninth grades. Many 10th and 11th grade students who have not previously attained mastery are administered exit level tests. The program and mastery levels are determined by the state legislature. Over all, the 1982 performance of Texas students improved over 1960 and 1981 performances. Differences between ethnic minority groups, and between minority and majority populations decreased. The background, measurement instruments, and reporting methodology of TABS are described. Student performance data for each grade and skill, and summary aggregations of data, are presented with TABS findings. The results for selected demographic groups are shown. The appendices include the basic skills objectives; a scoring guide for written composition; percentages of student mastery according to demographic and program variables; and summary reports on first-time tested and retested students in grades 9 through 11, and limited and nonlimited English proficient students. (CM)

ED 226 067 TM 830 114
Gottfredson, Gary D.

A Theory-Ridden Approach to Program Evaluation: A Method for Researcher-Implementer Collaboration. Report No. 330.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.; National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 82
Grant—80-JN-AX-0005; NIE-G-80-0113
Note—27p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Delinquency, Educational Theories, *Evaluation Methods, Instructional Improvement, National Surveys, *Program Development, *Program Evaluation, Program Implementation, Researchers, *Research Methodology
Identifiers—*Theory Based Evaluation

Social programs are often based on unclearly articulated theoretical rationales. The evaluations of these programs are also often relatively theory free, and therefore make limited contributions to theory. A Program Development Evaluation (PDE) approach, intended to integrate theory testing with the development and evaluation of action programs, is described and illustrated. This approach has been applied for over 2 years in the national evaluation of locally developed delinquency programs in 69 schools, and has resulted in (a) the implementation of several true experiments conducted in collaboration with project implementers, (b) an increase in the clarity of projects' theoretical rationales, and (c) the identification and measurement of theoretical intermediary variables as well as outcome variables. Based on the action research paradigm, the PDE approach appears to increase the theoretical and practical relevance of evaluation research. (Author/PN)

ED 226 068 TM 830 127
Bennett, Richard P.

The Absolute Differential Area Technique for Testing Distributional Normality.

Pub Date—28 Jan 83

Note—38p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27-29, 1983).
Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Hypothesis Testing, *Statistical Distributions

Identifiers—Chi Square Test, *Kolmogorov Smirnov Two Sample Test, Lilliefors Statistic, *Normal Distribution, Power (Statistics), Sample Size

The results of a study of find alternative techniques for testing distributional normality are presented. A group of statistical techniques—some established and some new—were compared using empirical techniques. One new technique which appears to have higher power than the Lilliefors test was subjected to a better definition. Distributions under the null hypothesis are presented for small sample sizes. Modelled relationships from these to the chi-square distributions for similar degrees-of-freedom are discussed. A final comparison to the Lilliefors test using the theoretical distributions indicated that the original findings were not supported. The Lilliefors test has the higher power. The new test is proposed as a potential alternative to the Kolmogorov-Smirnov test for general distributions. (Author)

ED 226 069 TM 830 128
Bennett, Richard P.

Comparison of Two Analysis Techniques for the Pre-Test/Post-Test Control Group Experimental Design.

Pub Date—27 Jan 83

Note—32p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27-29, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Analysis of Covariance, Comparative Analysis, *Hypothesis Testing, *Pretests Posttests, Research Design, Sampling, Statistical Analysis, Statistical Significance

Identifiers—Homogeneity of Regression, *T Test

This study examines the relative effectiveness of two means of analyzing the pre-test/post-test control group experimental design. Samples were randomly drawn from a standardized normal population and assigned to one of the four cells of the design. A set of experimental differences were induced in the post-test experimental cell. Each case was subjected to a t-test of pre-test and post-test difference scores, and an analysis of covariance (ANCOVA) using the pre-test scores as the covariate. Analysis of 200 cases in each of four sample sizes indicated that: (1) the ANCOVA is a more sensitive test having greater power to detect the induced differences but also being more susceptible to a Type I error; and (2) the findings were essentially the same when cases involving heterogeneity of regression were included and when they were excluded. (Author)

ED 226 070 TM 830 133
Pitaru, Horia

Psychological Selection of Personnel for Data Processing Professions.

Pub Date—27 Jul 82

Note—16p.; Paper presented at the Annual Meeting of the International Congress of Applied Psychology (20th, Edinburgh, Scotland, July 25-31, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Aptitude Tests, *Data Processing Occupations, Foreign Countries, Job Analysis, Occupational Tests, *Personnel Selection, *Predictive Measurement, Programmers, *Psychological Testing, Systems Analysis

Identifiers—Key Punch Operators, *Rumania

In Rumania, the implementation of computers in social-economic life is being carried out with a view to creating a national data processing system. Parallel to the construction of electronic data processing equipment, there is a sustained concern for the selection and training of computer specialists. This study examined a psychological testing selection methodology for intensive courses for analyst programmers, junior programmers, card-punch operators, and computer operators. A psychological test battery was selected for each group, based on a job analysis of each occupation. Factor analyses and correlations between test performance and occupational success were used to investigate the validity of the test batteries. An optimum psychological selection strategy of the data processing personnel was worked out. This strategy reveals the necessity of complex psychological approaches in which se-

lection is but one stage, a subroutine of the whole employment procedure and efficient socio-professional integration of an individual. (Author/BW)

ED 226 071 TM 830 135
Davis, Todd McLean McLean, James E.

Selecting Evaluation Comparison Groups: A Cluster Analytic Approach.

Pub Date—Oct 82

Note—13p.; Paper presented at the Joint Annual Meetings of the Evaluation Network and the Evaluation Research Society (Baltimore, MD, October 28-30, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cluster Analysis, *Control Groups, Evaluation Methods, *Matched Groups, Participant Characteristics, *Program Evaluation, *Research Design, Research Problems

Identifiers—Mobile County Public Schools AL

A persistent problem in the evaluation of field-based projects is the lack of no-treatment comparison groups. Frequently, potential comparison groups are confounded by socioeconomic, racial, or other factors. Among the possible methods for dealing with this problem are various matching procedures, but they are cumbersome to use with multiple matching variables. Matching with a large number of variables is possible through the use of cluster analytic techniques. Specifically, principal components analysis followed by the formation of a similarity matrix based on a Euclidean distance metric may be a useful method for identifying potential comparison groups. This technique is illustrated through an example from the evaluation of the FEGASUS-PACE reading management program in the Mobile County (AL) Public School System. (Author/BW)

UD

ED 226 072 UD 022 254
Peebles, Dorothy

Affirmative Action Survey: Non Teacher-Certificated Female Staff. Prepared for the Non Teacher-Certificated Affirmative Action Advisory Committee.

North York Board of Education, Willowdale (Ontario).

Pub Date—Feb 81

Note—67p.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Affirmative Action, Day Care, Elementary Secondary Education, *Females, Foreign Countries, *Occupational Mobility, Questionnaires, School Districts, *School Personnel, Sex Bias, *Sex Discrimination, Staff Development, *Work Attitudes

Identifiers—*Ontario

This report presents findings of a survey of female staff members (secretaries, administrative assistants, clerks, matrons, psychoeducational consultants, teachers' aides, etc) in order to gain statistical evidence on which to build programs and formulate recommendations to improve their working conditions. Questionnaires were used in the survey to elicit background information on each respondent including day care utilized, perceptions of and satisfaction with her position, mobility in the system and opportunities for development, perceptions of interview procedures, discrimination, and sexual harassment. Results of each question are tabulated and summarized in the report. (WAM)

ED 226 073 UD 022 532
Wolf, Judith G. Sylves, David

The Impact of Higher Education Opportunity Programs. Post Prison Experience of Disadvantaged Students: A Preliminary Follow-Up of HEOP Exoffenders. Final Report.

Jnd Research, Williamsburg, N.Y.; New York State Education Dept., Albany.

Pub Date—81

Note—177p.; For related document, see ED 133 406. Prepared in cooperation with Daemen College.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Cooperative Programs, *Correctional Education, Correctional Institutions, Data Analysis, Data Collection, Equal Education, Higher Education, Individual Characteristics, *Outcomes of Education, *Prisoners, *Program Effectiveness, Released Time, State Programs
Identifiers—*Higher Education Opportunity Program, New York

Under the Higher Education Opportunity Program (HEOP) of the New York State Education Department, inmates of correctional facilities have been able to enroll in courses leading to postsecondary degrees at accredited institutions. In cooperation with colleges having resident HEOP programs, New York State prisons implement (1) in-prison programs under which instructors teach courses at the prisons and (2) educational release programs under which inmates attend classes at college campuses but return to the correctional facility every day. To evaluate the program, data were collected on 277 male former inmates who participated in the program and had since been released from prison. Information collected included the subjects' individual and demographic characteristics; criminal experiences; time spent, credits earned, courses taken, services received, and academic achievement in the program; and subsequent crime record, employment, income, and educational status after release. The data indicated positive program results despite short periods of participation; over half of the subjects attended college and 75 percent had been employed after release, and the group's recidivism rate was comparatively low. The report presents several tables of data and extensive descriptions of instruments used, data collection, data processing, and the variables examined in the study. (MJL)

ED 226 074 UD 022 626

Schilit, Henrietta Lacey, Richard

The Private Sector Youth Connection. Volume 1: School to Work. A Planning Manual for Educators and Business People.

Vocational Foundation, Inc., New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—82
Note—94p.

Available from—Vocational Foundation, Inc., 44 East 23rd Street, New York, NY 10010 (\$15.00 plus \$1.25 postage and handling; 10 copies 50 percent discount; non-profit and public agencies 50 percent discount).

Pub Type—Reports - Descriptive (141) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Business Skills, Career Planning, Curriculum Design, Economically Disadvantaged, High Schools, *High School Students, Inservice Teacher Education, *Job Placement, Job Training, Minority Groups, *School Business Relationship, Summer Programs

This manual profiles 55 school-business cooperative programs being carried out in the United States for the purpose of improving access to employment for high school students, particularly minorities and the economically disadvantaged, before they graduate. Each of the manual's chapters is devoted to a particular type of cooperative program and presents several examples of such ventures. Programs described include: (1) classes in business and industry; (2) public-private initiatives to create new schools; (3) curriculum revitalization through industry participation; (4) teacher internships in business and industry; (5) "adopt-a-school" programs; (6) work-study programs; (7) summer youth employment; and (8) career exploration. Characteristics of successful programs are summarized. Finally, lists of contacts, resources, and technical assistance sources are provided. (GC)

ED 226 075 UD 022 635

Mitchell, Steve H.

Verbal Reinforcement and Task Performance of Middle and Lower Income Black Preschool Children.

Pub Date—82

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Youth, *Family Income, *Positive Reinforcement, *Preschool Children, Preschool Education, *Socioeconomic Status, *Verbal Communication

A study was conducted to assess the effects of

verbal reinforcement on task performance of black preschool children. Subjects were 36 black children in preschool centers serving families of two income levels. The children were stratified by age, sex, and income level and were randomly assigned to four groups: (1) middle income, praise; (2) middle income, no praise; (3) lower income, praise; and (4) lower income, no praise. A marble-dropping task was performed by each subject. Results of a two-way analysis of variance performed on the data indicated a significant level interaction effect between the praise/no praise treatment and income levels on task performance. Tests of the interaction revealed that middle income children performed significantly better when praised and that lower income children significantly outperformed middle income children when receiving no praise. Under the conditions of the study, praise did not increase performance scores of preschool children but had a differential effect according to their income levels. (Author/WAM)

ED 226 076 UD 022 636

Williams, Jerry R.

And Yet They Come: Portuguese Immigration from the Azores to the United States.

Center for Migration Studies, Inc., Staten Island, N.Y.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Report No.—ISBN-0-913256-60-9

Pub Date—82

Note—164p.; Some tables marginally legible.

Available from—Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304 (\$9.95).

Pub Type—Historical Materials (060) - Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Acculturation, Agricultural Occupations, Cultural Background, *Economic Opportunities, Ethnic Discrimination, Ethnic Stereotypes, *Fisheries, Foreign Countries, *Immigrants, *Portuguese Americans, Rural to Urban Migration, Social Mobility

Identifiers—California, Hawaii, New England, *Portugal (Azores Islands)

This book is about the Portuguese who immigrated from the Azores Islands to the United States during the years 1800-1870, 1870-1920, and 1957-1982. The earliest Portuguese immigrants were employed in the whaling industry, and settled in New England and California. Another major concentration can be found in the Hawaiian Islands, where they were originally employed as contract agricultural workers. The first chapter of the book describes how whaling helped the Portuguese to reach America. Chapters 2 and 3 compare and contrast the immigrants' occupational experiences in the face of discrimination. Chapter 4 analyzes economic conditions that prompted the Portuguese to leave the Azores and come to America. The fifth chapter examines how these immigrants tried to become assimilated into American culture while retaining their own cultural values. Finally, the last three chapters of the book discuss contemporary economic and political life in the Azores Islands, and explain why Azorean Portuguese continue to immigrate to the United States in search of better economic opportunities. (WAM)

ED 226 077 UD 022 637

Hale, Janice E.

Black Children: Their Roots, Culture, and Learning Styles.

Report No.—ISBN-0-8425-2092-9

Pub Date—82

Note—191p.

Available from—Brigham Young University Press, 204 University Press Building, Provo, UT, 84602 (\$9.95).

Pub Type—Books (010) - Opinion Papers (120) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors—African Culture, *Black Culture, Black Youth, *Child Rearing, *Cognitive Style, *Cultural Influences, *Curriculum Development, Early Childhood Education, Grandparents, Humanities, Parent Child Relationship, *Play, Socialization

Focusing on the influence of cultural background on learning among black children, this book examines black culture and its effects on childrearing, play behavior, and cognition and explores the development of curricula relevant to blacks. Chapter 1 examines distinctive features of black life in the United States, emphasizing their West African ori-

gin and suggesting that black isolation in American society has allowed blacks to preserve cultural patterns. Chapter 2 presents theoretical and research evidence to show that culture can affect cognition and explores the concept of cognitive style among children. Chapter 3 examines black childrearing practices and the significance of families, especially mothers, in the socialization and education of black children. Chapter 4 discusses play behavior as a source of information about black children's cognitive style. Chapter 5 describes a research project that explores the humanities as a source of psychological data about black culture. Chapter 6 reports the results of interviews with black and white grandmothers in Connecticut, to identify differences in childrearing and socialization attitudes between the two groups. Finally, chapter 7 provides suggestions for shaping educational policy concerning black children and describes a model early childhood curriculum that stresses the relationship between culture and education. (Author/MJL)

ED 226 078 UD 022 638

Rogler, Lloyd H. And Others

Research Bulletin, Hispanic Research Center, Volume 5, Number 4.

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Pub Date—Oct 82

Note—17p.; Pages containing references have small print and may be marginally legible.

Journal Cit—HRC Research Bulletin; v5 n4 Oct 1982

Pub Type—Reports - General (140) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Influences, Folk Culture, *Hispanic Americans, *Mental Disorders, *Minority Group Children, Personality Assessment, *Personality Measures, *Psychotherapy, Puerto Ricans, Self Esteem, *Social Influences, Stress Variables, Test Reliability, Test Validity, Urban Culture

Identifiers—*TEMAS Thematic Apperception Test

This set of articles draws from a conceptual model for the Hispanic mental health research developed by the Hispanic Research Center of Fordham University and describes the development and use of "Tell-Me-a-Story" (TEMAS), a new thematic apperception test for the assessment of personality functioning in ethnic minority children. An introduction, by Lloyd Rogler ("A Barrier Model for Hispanic Mental Health Research: New Techniques for the Psychiatric Evaluation and Psychotherapy of Hispanic Children"), summarizes the research model and considers the reliability and validity of TEMAS. The next two articles are by Giuseppe Constantino: "TEMAS: A New Technique for Personality Assessment and Psychotherapy for Hispanic Children" reviews the cultural basis for ineffectiveness of traditional mental health treatment modalities and introduces TEMAS; "Cuentos Folkloricos: A New Therapy Modality with Puerto Rican Children" presents results of ongoing research on therapy which uses historical and folkloric Hispanic figures to promote ego development in Puerto Rican children and adolescents. This is followed by "Reliability and Validity of TEMAS: A New Thematic Apperception Test for Urban Ethnic Minority Children," by Robert Malgady, an article which elaborates upon the technical psychometric research on this new projective personality test. The final article, by Jean Bailey ("TEMAS: A Blind Case Study"), discusses a case history of a child who was administered the TEMAS procedure. (Author/WAM)

ED 226 079 UD 022 644

Gordon, Linda W.

New Data on the Fertility of Southeast Asian Refugees in the United States.

Pub Date—82

Note—6p.; Paper presented at the Annual Meeting of the Population Association of America (San Diego, CA, April 29 - May 1, 1982).

Journal Cit—Pacific/Asian American Mental Health Research Center Research Review; v2 n1 p3-6 Jan 1983

Pub Type—Numerical/Quantitative Data (110) - Journal Articles (080) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, Asian Americans, *Birth Rate, Demography, Family Structure, *Indochinese, *Population Growth, *Prediction, *Refugees, Sex, Surveys

Identifiers—United States

This paper examines the fertility of refugees from Laos, Vietnam, and Cambodia residing in the United States. Data are presented from three major sources: (1) a study of births to Southeast Asian women living in Oregon in 1980; (2) a survey performed by the Department of Health and Human Services in 1981; and (3) computer files of the Office of Refugee Resettlement. Preliminary findings discussed indicate that the Southeast Asian refugees entering the United States in recent years have borne children at a rate above replacement level and have an age structure more conducive to high fertility than that of the overall U.S. population. (Author/WAM)

ED 226 080 **UD 022 645**

Berry, Richard M. Thompson, Melvin
Resources Supporting Scientific Activities at
Predominantly Black Colleges and Universities.
A Special Report.

National Science Foundation, Washington, D.C.
Pub Date—82

Note—1,158p; Some tables marginally legible.

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)

EDRS Price - MF09/PC47 Plus Postage.

Descriptors—*Black Colleges, *Black Education, College Faculty, Degrees (Academic), Engineering Education, *Federal Aid, Graduate Students, Higher Education, *Science Education, *Scientific Personnel, *Scientific Research, Sex, Technology

This report presents information on the overall levels of Federal funding to 105 predominantly Black colleges and universities, with particular emphasis on their scientific and engineering activities. The first part of the report covers general funding trends from fiscal year 1973 to fiscal year 1980, and presents information about the number of graduate students and full-time faculty in science and engineering programs at those institutions. The second part consists of individual institutional profiles of Federal funding at each of the institutions, along with information about their scientific personnel by field, degree, and sex. (Author/WAM)

ED 226 081 **UD 022 647**

Oversight Hearings on Urban Education. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session (Washington, D.C., October 27, and 28 and Los Angeles, California, November 6, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—82

Note—241p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Educational Finance, Educational Legislation, Elementary Secondary Education, *Federal Government, Hearings, *School Effectiveness, *Urban Education

Identifiers—Congress 97th

This report presents the text of hearings on urban education and focuses on what makes urban schools effective instruments of learning and why urban school students consistently achieve above national norms on standardized reading, writing, and mathematics tests. Specifically considered are (1) the impact of the federal government's budget cuts on education; (2) legislative proposals; (3) classroom instructional conditions; and (4) programs necessary to improve education. Among those who testified were educators (educational administrators, professors and teachers) and community leaders. The report contains verbatim and written statements, letters, and supplemental materials. (WAM)

ED 226 082 **UD 022 648**

Tompkins, Leroy J.
Evaluation of the 1981 Basic Skills Summer School Program: An Assessment of Rockville Impact.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date—Jul 82

Note—25p; For related document, see UD 022 649.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, Attendance, *Basic Skills, Elementary Education, Mathematics Skills, *Program Effectiveness, Program Evaluation, Reading Skills, *Remedial Instruction, Standardized Tests, *Summer Programs, Vocabulary Skills, Writing Skills

Identifiers—Montgomery County Public Schools MD

The 1981 Basic Skills Summer School Program in Montgomery County, Maryland public schools provided intensive remedial instruction in reading, writing, and mathematics to pupils who scored very low on national standardized achievement tests. An evaluation of the program's effects found that (1) over all, participating students in grades 4-8 scored significantly higher than nonparticipants in mathematics (especially in grades 7 and 8), but there was no discernible difference in their reading or vocabulary scores; (2) at the end of the first semester, the grades of participants were higher in all areas than those of nonparticipants; and (3) school attendance of former participants was much higher than that of nonparticipants. (Author/WAM)

ED 226 083 **UD 022 649**

Tompkins, Leroy J.
Evaluation of the 1981 Basic Skills Summer School Program.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date—Dec 81

Note—49p; For related document, see UD 022 648.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, Elementary Education, Mathematics Skills, *Parent Attitudes, Program Attitudes, *Program Effectiveness, Program Evaluation, Program Implementation, Reading Skills, *Remedial Instruction, Standardized Tests, Student Behavior, Student Characteristics, Summer Programs, Teaching Methods, Vocabulary Skills, Writing Skills

Identifiers—Montgomery County Public Schools MD

This report presents both formative and summative data regarding the implementation and effectiveness of the Basic Skills Program carried out in the Montgomery County, Maryland, public schools in 1981. The program provides intensive remedial instruction in the basic skills areas of reading, writing, and mathematics to elementary (through grade 8) students who scored very low on standardized achievement tests. The report begins by providing background information, briefly describing the evaluation design and methodology, and outlining pupil characteristics (grade, level, race, sex, and achievement test scores). The following section deals with program organization and implementation, detailing instructional strategies, teacher expectations, pupil behavior, course objectives, content, materials, and planning. The final section of the report discusses parent perceptions of pupils' basic skills needs and program benefits. Appended are pupil descriptive data by summer school center and a 1981 Basic Skills Program calendar and workshop description. (WAM)

ED 226 084 **UD 022 650**

1980-1981 Evaluation Findings.
Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Education, Washington, D.C.

Report No.—AISD-ORE-80.32

Pub Date—81

Note—421p; Tables marginally legible. Photographs and drawings may not reproduce.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Basic Skills, Bilingual Education, *Compensatory Education, Disadvantaged, *Educational Assessment, Elementary Secondary Education, Federal Programs, *Minimum Competency Testing, *Minority Groups, Program Descriptions, Scores, State Programs

Identifiers—Austin Independent School District TX, Elementary Secondary Education Act Title I, Emergency School Aid Act 1972

This volume summarizes the results of evaluation and testing activities carried out in the Austin, Texas, Independent School District (AISD) during the 1980-81 school year. The text consists of five parts: Section one highlights important findings in

the areas of Title I Schoolwide Projects, compensatory programs, early childhood programs, accreditation, systemwide achievement, time use, reading curriculum study, bilingual education, and desegregation and minority achievement. Section two describes basic skills achievement test results for the overall district, low SES and minority students, and the minimum competency program. Section three describes results of evaluations carried out by the Office of Research and Evaluation (ORE) on general district activities and specific programs such as the Title I (regular and migrant), Title VII, local/State bilingual programs, and State compensatory education. Section four lists ORE publications (occasional papers and ad hoc studies). The final section summarizes the results of projects carried out by external researchers within the AISD during the year. (Author/WAM)

ED 226 085 **UD 022 653**

McCarson, Carole S.
A Preliminary Report on the Basic Skills Test.

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.

Pub Date—Jan 81

Note—77p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Basic Skills, *Cluster Analysis, Elementary Secondary Education, Graduation Requirements, High Schools, *High School Students, Listening Skills, *Minimum Competency Testing, Problem Solving, Quantitative Tests, Reading Skills, Test Reliability, *Test Validity, Writing Skills

Identifiers—Atlanta Public Schools GA, *Georgia

This paper: (1) reviews the development and implementation of a test designed to assess the competencies of public high school students in Atlanta, Georgia, preceding their graduation; and (2) presents the results of indicator cluster correlations between the new "Basic Skills Tests" and other reading and mathematics basal tests currently in use in the Atlanta Public Schools. Areas tested included reading, mathematics, problem solving, writing, and speaking/listening. In regard to development of the Georgia test, the paper briefly describes: (1) the process by which the competencies examined were refined and validated, (2) the test item writing process, and (3) the initial field testing of the test among 10th grade students. A number of legal concerns related to competency-based graduation requirements are detailed, with an emphasis on validity, reliability, and potential bias. In addition, there is a brief discussion of the indicator correlations (shown in the appendix) with the Georgia Criterion-Referenced Tests, the Houghton Mifflin Reading series, the Holt Mathematics series, California Mathematics Tests, the Prescriptive Reading Inventory, and the Diagnostic Mathematics Series. (GC)

ED 226 086 **UD 022 654**

Intimidation and Violence: Racial and Religious Bigotry in America. Clearinghouse Publication 77.

Commission on Civil Rights, Washington, D.C.

Pub Date—Jan 83

Note—37p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Anti-Semitism, *Civil Rights, Civil Rights Legislation, Economic Factors, Ethnic Groups, Federal Government, Law Enforcement, Mass Media Effects, *Organizations (Groups), Parent Responsibility, Police Community Relationship, Public Affairs Education, *Racial Bias, *Social Discrimination, *Violence

Identifiers—*Ku Klux Klan, *Neo Nazism

This is a study of recent acts of violence perpetrated against racial, ethnic, and religious minorities in the United States, based upon information provided by State civil rights advisory committees and data from publications, reports, and the news media. At the outset, it is noted that the Ku Klux Klan, neo-Nazi, and other extremist groups which openly advocate racist and discriminatory beliefs still exist despite efforts to eradicate them. The report then analyzes probable causes and contributing circumstances (especially economic factors) in bigotry-bred violence and identifies responses to this problem, including education and public awareness, improved police intervention, legislative initiatives, and fair media coverage. In conclusion, five suggestions are made as to the responsibilities of Federal and State authorities, the criminal justice system,

parents, educators, religious leaders, the Department of Justice, and the nation's President to combat racial and religious bigotry. (Author/WAM)

ED 226 087 UD 022 655

Homebound Program, 1980-81.
Phoenix Union High School District, Ariz. Research Services.

Report No.—33-08-80/81-007

Pub Date—81

Note—48p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Disabilities, Emotional Disturbances, High Schools, *Home Instruction, *Home Programs, Parent Attitudes, Parent School Relationship, Pregnant Students, *Program Attitudes, Program Descriptions, Program Evaluation, Staff Role, Student Attitudes, *Student Teacher Relationship, Surveys, Teacher Attitudes, Urban Schools

Identifiers—*Phoenix Union High School District AZ

The Phoenix Union High School District Homebound Program enrolls students who are unable to attend school for at least 3 months due to illness, disease, accident, pregnancy, or emotional or physical handicapping conditions. Homebound classes are carried out through special telephone consoles and home visits. This report describes the Homebound Program operations (including instructional requirements, scheduling, equipment, referral, registration, grading, enrollment statistics, and terminations) and presents the results of a survey conducted to measure the opinions of students, parents, staff, classroom teachers, community agencies, and health services providers regarding the program's effectiveness. The results of the survey are uniformly positive, with a majority of all respondents rating the program as "excellent" over all. The report concludes with a number of recommendations for program improvement. (WAM)

ED 226 088 UD 022 656

Hall, Janie L.
A Study of Mental Ability Testing and Its Implications for the Oklahoma City Public Schools.
Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Pub Date—Mar 81

Note—37p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Ability, *Cost Effectiveness, Elementary Secondary Education, *Intelligence Tests, Minority Groups, Relevance (Education), *Test Bias, Test Reliability, *Test Validity, Urban Schools

Identifiers—*Oklahoma City Public Schools, *Otis Lennon Mental Ability Test

This study follows a 1980 moratorium on group mental ability testing called by the district's superintendent when questions relating to the informational value and cost-effectiveness of the Otis Lennon Mental Ability Test (OLMA) were raised by the Oklahoma City Public School District. Criticisms of intelligence tests and relevant issues are discussed in the following areas: nature of characteristics measured, cultural bias, extent of use, purposes which tests serve, misuses, psychometric concerns, cost, legislation affecting mental ability testing, and committee input. This report recommends discontinuing CLMA tests; ordering no new aptitude tests; and relying on other sources of information such as criterion-referenced tests, achievement tests, individual intelligence tests, and the "time-to-learn" concepts. (Author/WAM)

ED 226 089 UD 022 658

The Promotional Gates Program. Final Evaluation Report, 1981-82.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Dec 82

Note—149p.; For related document, see ED 215 011.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Standards, *Achievement Gains, *Basic Skills, Case Studies, Elementary Secondary Education, Eligibility, Grade 4, Grade 7, Mathematics Skills, *Program Attitudes, *Program Effectiveness, Program Implementation, Reading Skills, *Student Promotion, Teacher Attitudes, Urban Programs

Identifiers—*New York City Board of Education, *Promotional Gates Program NY

This report provides evaluation findings of the 1981-82 Promotional Gates program, a program designed to bolster instruction and learning in order to enable New York City public school students in grades four and seven to meet city-wide performance standards required for promotion. Altogether, there are six chapters. The first chapter deals with how well the program has been implemented and the degree of academic progress of Gates students in reading and mathematics skills. Chapter two outlines program activities which occurred prior to September 1981. Also discussed are issues of pupil accounting, student eligibility, selection of instructional programs, and selection and training of staff. Chapter three deals with program implementation, most notably, organization, support from central and district offices, teachers' reaction to curricula, impact of the program on participants and their recommendations. Chapter four analyzes achievement outcomes for students who were held over as a result of the Gates program. Chapter five presents synopses of four case studies of Gates participants in a bilingual, a district-optional, a self-contained, and a departmentalized Gates program, respectively. The final chapter highlights program organization, adherence to guidelines, and staffing. (WAM)

ED 226 090 UD 022 659

Comprehensive Education Plan, SY 1981-1982.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Dec 81

Note—127p.; For related document, see ED 145 590. Some tables marginally legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, *Basic Skills, *Educational Objectives, Educational Planning, Elementary Secondary Education, Listening Skills, Nonverbal Ability, *Program Implementation, Reading Skills, Visual Learning, Writing Skills

Identifiers—Comprehensive Tests of Basic Skills, *District of Columbia Public Schools

This report is about the education plan of the District of Columbia Public Schools for the 1981-82 school year. The first chapter describes the philosophy, goals, and instructional and achievement priorities of the board of education and superintendent; outlines categories of student competencies; summarizes 1980-81 performance data on the Comprehensive Tests of Basic Skills; and discusses planning assumptions, financial resources and constraints, and population trends within the district. Chapter two shows a flow chart of the planning process and an organization chart. Chapter three contains action plans from the offices of the Superintendent, the Deputy Superintendent, Instructional Services, Management Services and Financial Management, Data Systems and Planning. Chapter four discusses systemwide monitoring in order to ensure implementation of the education plan. (WAM)

ED 226 091 UD 022 660

McBeath, Marcia
Evaluation of the Effectiveness of Parts B and C of the Title IV Program in the District of Columbia Public Schools.

District of Columbia Public Schools, Washington, D.C.

Pub Date—30 Jun 82

Note—170p.; Prepared for the Division for Grants Administration.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Educational Needs, Elementary Secondary Education, *Federal Programs, Needs Assessment, Private Schools, *Program Effectiveness, Program Evaluation, *Program Implementation, Public Schools, Staff Development, *Technical Assistance

Identifiers—*District of Columbia, *Elementary Secondary Education Act Title IV

This report describes the results of an evaluation of Title IV programs carried out between 1979 and 1982 in the District of Columbia Public Schools. Evaluation activities included: examination of proposals, project evaluations, and administrative budgets; construction and distribution of questionnaires to State Educational Agency (SEA) administrators, project directors and other consumers; data analysis; and the writing of the final report. Program effectiveness was measured in six areas: (1) the extent to which educational needs identified in the

State plan are met by Parts A and B of Title IV; (2) the quality and effectiveness of administrative activities undertaken by the SEA, such as project application review, technical assistance, dissemination, and project monitoring; (3) improvement of educational priorities within Local Education Agencies (LEAs); (4) incorporation of successful practices by LEAs; (5) use of funds for various authorized program activities; and (6) the extent to which the educational needs that prompted the project were still viewed as important by the LEA when Federal funding concluded. Findings show that the Title IV B and C programs were effectively administered and had a positive impact on public and private schools over the 3-year period considered. (Author/WAM)

ED 226 092 UD 022 661

Bossone, Richard M., Ed.

The Fourth R: Reasoning. Proceedings of the Conference of the University/Urban Schools National Task Force (4th, San Juan, Puerto Rico, November 11 & 12, 1982).

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Report No.—CASE-01-83

Pub Date—Nov 82

Note—99p.; For related documents, see ED 220 549, ED 212 730 and ED 216 052.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Abstract Reasoning, *Cognitive Development, *College Bound Students, *Courses, High Schools, Integrated Curriculum, *Logical Thinking, *Problem Solving, Program Descriptions, Student Teacher Relationship, Teaching Methods, Verbal Development

Identifiers—*University Urban Schools National Task Force

This booklet contains proceedings of the Fourth Conference of the University/Urban Schools National Task Force. The conference was held to present information about four programs designed to help high school students to sharpen their reasoning skills. Criteria for program development state that: (1) the program can be taught to teachers in a relatively short time; (2) the program has available materials for use by students; (3) the program has a balanced approach to the treatment of content and verbal operations and processes; (4) the program can be integrated into the current organizational framework of high schools; and (5) research evidence exists concerning the effectiveness of the program in enabling students to reason well. The four programs so designed are described in the following reports: (1) "Instrumental Enrichment: Strategy for Cognitive and Academic Improvement," by Frances R. Link; (2) "Integrating Thinking and Reasoning Abilities Within the Curriculum," by Mary Meeker; (3) "Strategic Reasoning," by Howard Citron; and (4) "The Direct Teaching of Thinking as a Skill," by Edward de Bono. (Author/WAM)

ED 226 093 UD 022 662

Statement of the United States Commission on Civil Rights on School Desegregation. Clearinghouse Publication 76.

Commission on Civil Rights, Washington, D.C.

Pub Date—Dec 82

Note—57p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business, Responsibility, *Busing, Educational Quality, Elementary Secondary Education, *Federal Legislation, *Government Role, Leadership Responsibility, *Migration, Political Influences, *School Desegregation, *Whites

Identifiers—*Reagan Administration

In this paper, the Commission on Civil Rights asks government leaders in the Reagan administration to reaffirm the elimination of segregation in elementary and secondary schools as established by the Supreme Court decision of Brown v. Board of Education in 1954. Past actions by the executive and legislative branches are reviewed and the position of the current administration is examined and criticized. Three controversial issues in school desegregation are discussed: (1) quality education, (2) busing, and (3) "white flight." The report stresses that commitment and leadership are needed from political, community, business and labor leaders, as well as from school officials, board members, teachers, support staff, parents and students. (Author/WAM)

ED 226 094

UD 022 670

Klausmeier, Herbert J.

Usability and Effectiveness of the Wisconsin Program for the Renewal and Improvement of Secondary Education: A Summary of the Empirical Evidence.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Grant—G-81-00009

Note—79p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Achievement Gains, *Educational Improvement, English Curriculum, Higher Education, *High School Students, Mathematics Skills, *Preservice Teacher Education, *Program Effectiveness, Reading Skills, Secondary Education, Summative Evaluation

Identifiers—*Wisconsin, *Wisconsin Program for Renewal and Improvement

The Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE) was designed in order to enable staffs of local junior and senior high schools to improve student achievement in English, mathematics, and reading. Toward this purpose, a series of filmstrips, audiocassettes, a textbook, and various learning guides were developed for both school staffs and university students preparing for secondary school teaching or administration careers. This report outlines the purposes and activities of WRISE, describes its implementation in five Wisconsin schools, discusses the research strategy developed for ongoing evaluation of the program's effects on achievement, and provides achievement data for participating students. Information from a wider survey (involving ten schools) of teachers' and staff members' perceptions of the WRISE program is also presented. Finally, evaluation findings of university classes and instructors using WRISE materials and concepts are briefly reviewed. (GC)

ED 226 095

UD 022 673

Banks, James A.

A Study of Black Suburban Youths: Implications of the Major Findings for the Stages of Ethnicity Typology.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—Mar 82

Note—15p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, NY, March 19-23, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biculturalism, *Black Youth, Elementary Secondary Education, *Ethnicity, *Models, *Racial Attitudes, *Self Concept, Social Attitudes, Social Behavior, Suburban Schools

Identifiers—United States (Northwest)

A study was carried out to examine self concept, level of externality, and attitudes toward physical characteristics, neighborhoods and schools of 98 black youths in predominantly white suburbs of the Pacific Northwest region. The method used was based on a conceptual framework of "ethnicity typology." The stages of this typology were defined as (1) ethnic psychological captivity, (2) ethnic encapsulation, (3) ethnic identity clarification, (4) biculturalism, (5) multiethnicity and reflective nationalism, and (6) globalism and global competency. It was found that there is little evidence to support the contention that blacks who attend white schools will internalize negative self images and accept white standards of beauty. Most blacks were found to have genuine ethnic pride and still interact well with whites and other ethnic groups. Further, young blacks were found to be likely to identify with global issues. Voluntary separatism was practiced by only a few youths who had negative beliefs of themselves. (WAM)

ED 226 096

UD 022 674

Edwards, Sarah B. Richardson, William M.

A Survey of MCPS Withdrawals to Attend Private School.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date—Feb 81

Note—94p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Board of Education Role, Curriculum, Desegregation Effects, Discipline, Elementary Secondary Education, Grading, *Parent Attitudes, *Private Schools, *Public Schools, Religious Factors, Surveys, *Transfer Students

Identifiers—*Montgomery County Public Schools MD

This report presents findings of a survey designed to examine why the parents of 1,927 children withdrew them from Montgomery County Maryland Public Schools in 1979-80 in order to enroll them in private schools. In the introductory section, the report provides background information and describes the survey (based on random telephone interviews with parents). The second section lists reasons frequently cited by parents for withdrawing or transferring their children from public to private schools: lack of discipline, overcrowding, nature of curriculum content, lack of religious values, problem of racial integration. Section three describes the racial composition of the transferred group, students' economic levels, and parental attitudes towards schools' handling of drug abuse, teaching and grading policies, school safety, student diversity, and education in general. A final discussion examines whether reasons for student withdrawal were related to policies of the Board of Education. Appended to the report are statistical results of the parent survey. (WAM)

ED 226 097

UD 022 675

Iwanicki, Edward F. Gable, Robert K.

Hartford Project Concern Program. Final Evaluation Report, 1981-1982.

Hartford Public Schools, Conn.

Pub Date—Sep 82

Note—80p.; For related documents, see ED 216 057 and ED 219 461.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Achievement Gains, *Affective Objectives, Basic Skills, *Career Development, *Cognitive Objectives, Elementary Secondary Education, *Evaluation Methods, Inner City, Metropolitan Areas, Pretests Posttests, *Program Effectiveness, *Suburban Schools

Identifiers—Connecticut (Hartford), *Project Concern CT

This report presents findings of an evaluation of Project Concern, a basic skills and career development program initially undertaken to foster school desegregation by busing inner city pupils to suburban schools in the Hartford, Connecticut, metropolitan area. The report describes the outcomes of project graduates, dropouts, and nonparticipants from 1977 to 1979, focusing on two areas: (1) their sustained occupational outcomes; and (2) cognitive and affective impact of the program. Student achievement in reading, language and mathematics is described, as are findings on participants' career aspirations, educational training, work history, and transition from school to work. Data indicate that suburban and inner city Project Concern participants were positively affected by the program in terms of career development and basic skills growth, although suburban students did not show positive relative growth. The reader is cautioned, however, that findings are tentative, due to low survey returns by some schools. (WAM)



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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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Descriptor — Perception

Title —

Iconic Signs and Symbols in Audiovisual Communication.
An Analytical Survey of Selected Writings and Research Findings. Final Report.

ED 013 371 — Accession Number

Abductive Reasoning

The Role of Abduction in Learning to Use a Computer System.

ED 225 544

Aboriginal People

The Aboriginal Australian in Northern-Eastern Arnhem Land. Resources Review.

ED 225 796

Innovation and Aboriginal Education.

ED 225 778

Abstract Reasoning

The Fourth R: Reasoning. Proceedings of the Conference of the University/Urban Schools National Task Force (4th, San Juan, Puerto Rico, November 11 & 12, 1982).

ED 226 092

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Accessing United States Government Publications in the Georgia Southern College Library.

ED 225 583

Resources in Education (RIE). Volume 18, Number 6.

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The Role of Academic Ability in High-Level Accomplishment and General Success.

ED 226 060

Academic Achievement

An Assessment of Naval ROTC Graduate Performance in Post-Accession Training. Focus on the Trained Person.

ED 225 454

British Columbia Science Assessment 1982. Assessment Update.

ED 225 872

British Columbia Science Assessment 1982. General Report.

ED 225 874

British Columbia Science Assessment 1982. Summary Report.

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Comprehensive Education Plan, SY 1981-1982.

ED 226 090

The Cultural Impact In Native American Education.

ED 225 787

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ED 225 509

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The Educational Environment and Students' Responding Times as a Function of Students' Teacher-Perceived Academic Competence.

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Effecting Educational Change Through Ethnographic Research.

ED 225 924

Effects of Frequent Curriculum-Based Measurement and Evaluation on Student Achievement and Knowledge of Performance: An Experimental Study.

ED 226 045

Effects of Test Modifications on Minimum Competency Test Performance of Third Grade Learning Disabled Students.

ED 226 046

Enhancement of Self-Concept and Academic Achievement through Ethnic Dance.

ED 225 735

Highlights of Early Childhood Program Accomplishments. Preliminary Reports: 1981-1982. Report No. 8309.

ED 225 658

Instructionally Effective Schools for Poor Children.

ED 225 299

Learning Academic Skills through Play.

ED 225 690

A Nation At Risk: The Imperative For Educational Reform. An Open Letter to the American People. A Report to the Nation and the Secretary of Education.

ED 226 006

Profile of North Carolina Central University Freshmen Class, Fall 1978.

ED 225 471

Satisfaction and Achievement: Antagonists in ATI Research on Classroom Structure.

ED 225 082

[Self-Concept: Symposium Papers from New Mexico State University.]

ED 225 076

Setting Variables, Classroom Interaction, and Multiple Pupil Outcomes. Final Report.

ED 225 999

South Carolina Statewide Testing Program, 1980-1981. Summary Report. Office of Research Report Series, Volume One/Number 58.

ED 226 063

Student Achievement in California Schools: 1981-82 Annual Report. California Assessment Program.

ED 226 026

Studying the Effects of Early Experiences on Women's Career Achievement.

ED 225 072

Success Comparison of High-Risk Students in Two-Year College Transfer Curricula.

ED 225 624

Two Years on the Block Plan. Meeting the Needs of Junior High School Students. Final Report, 1982.

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Evaluation Pilot Study of Academic Advising: University of Vermont.

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Self-Study of a Centralized Advising Unit at the University of Vermont.

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Scholastic Aptitude Decline and Changes in Study Habits and Attitudes.

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A Study of the Educational and Career Goals of Freshman Students from the Arkansas Ozarks. SAIR Conference Paper.

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Vocational and Liberal Education. Maintaining the Balance in Higher Education.

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Issues Facing Academic Libraries in the 1980's.

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New York State Library Conference on Planning for Collection Development, May 12-13, 1982. Summary of Papers and Discussions.

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Online Bibliographic Retrieval Services in Various Australian Tertiary Institutions: Trends in the Scope and Nature of Online Searching and an Evaluation of Patron Satisfaction. ANU Library Occasional Paper Number 2.

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Professional Development in ARL Libraries. SPEC Kit #86.

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An Analysis of Variables Which Discriminate between Persisting and Non-Persisting Students. SAIR Conference Paper.

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Impact of the Older Student on Undergraduate Enrollment. SAIR Conference Paper.

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Leaving School in Rural Tasmania. Research Study No. 54.

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A Model for Predicting Student Credit Hours. SAIR Conference Paper.

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Retention of Minorities in Higher Education: An Abstracted Bibliographic Review (1978-82). EXCEL (EXChange for Enrichment of Learning) Report.

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School Leavers in Country Areas. A Study of School Leavers in Selected Rural Areas of Western Australia, Queensland and Tasmania. Research Study No. 55.

ED 225 745

Significant Others: A New Look at Attrition.

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Sistema de Transferencia de Archivos para Estudiantes Migrantes: Un Mejor Entendimiento para Padres. (Migrant Student Record Transfer System: A Better Understanding for Parents).

ED 225 751

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Declining Undergraduate Student Performance in Higher Education.

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A Search for Quality and Coherence in Baccalaureate Education. Project on Redefining the Meaning and Purpose of Baccalaureate Degrees.

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The A's & B's of Academic Scholarships. 5th Edition, 1982-84.

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College Plans of Maryland National Merit and National Achievement Semifinalists, 1982. Post-secondary Education Research Reports.

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Educational Strategies and Personality Outcomes of Gifted and Nongifted College Students.

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MEGSSS: An Evaluative Study.

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Producing Award-Winning Student Writers: Tips from Successful Teachers.

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Three Evaluations of Gifted Student Use. Evaluation Report 8-B-4. Extended Pilot Trial of the Comprehensive School Mathematics Program.

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Access to Education

Assessing Access and Equity. Local Leader Guide VII. Locally-Directed Evaluation Handbook. Second Edition.

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A Case Analysis of the Provision of Pre-Primary Educational Facilities in Nigeria.

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Ensuring Excellence in Rural Education. Proceedings of the Rural Education Seminar (Washington, D.C., May 3-5, 1982).

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The National Investment in Higher Education, 1982.

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Turkey: Socio-Cultural Information. The Education of Migrant Workers' Children: Dossiers for the Intercultural Training of Teachers.

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Civil Rights Issues of Handicapped Americans: Public Policy Implications. A Consultation Sponsored by the United States Commission on Civil Rights (Washington, DC, May 13-14, 1980).

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Making Industrial Education Facilities Accessible to the Physically Disabled. A Professional Monograph.

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Books for Adult New Readers. A Bibliography Developed by Project: LEARN. Revised Edition.

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Impact of the Older Student on Undergraduate Enrollment. SAIR Conference Paper.

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Resource Book for Entrepreneurship.

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Resource Book for Slipcover Construction.

ED 224 913

Resource Book for Window Treatment Construction [and] Rod Installation.

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Suggested Curriculum Guide for Entrepreneurship.

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Suggested Curriculum Guide for Furniture Renovation, Refinishing and Reupholstering.

ED 224 911

Suggested Curriculum Guide for Slipcover Construction.

ED 224 912

Suggested Curriculum Guide for Window Treatment Construction [and] Rod Installation.

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Books for Adult New Readers. A Bibliography Developed by Project: LEARN. Revised Edition.

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- Aging and the Work Force: Human Resource Strategies. An Information Paper Prepared for Use by the Special Committee on Aging, United States Senate, Ninety-Seventh Congress, Second Session.
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- Guess Who's Coming to College: Your Students in 1990. A Research Report from the State-National Information Network for Independent Higher Education.
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- CETA/Vocational Education, Special Education, and Vocational Rehabilitation Linkages. Policy Paper Series: Document 5.
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- Inventory of Federal School Health Promotion Activities. Working Document. Interagency Meeting on Health Promotion through the Schools (March 24-25, 1983).
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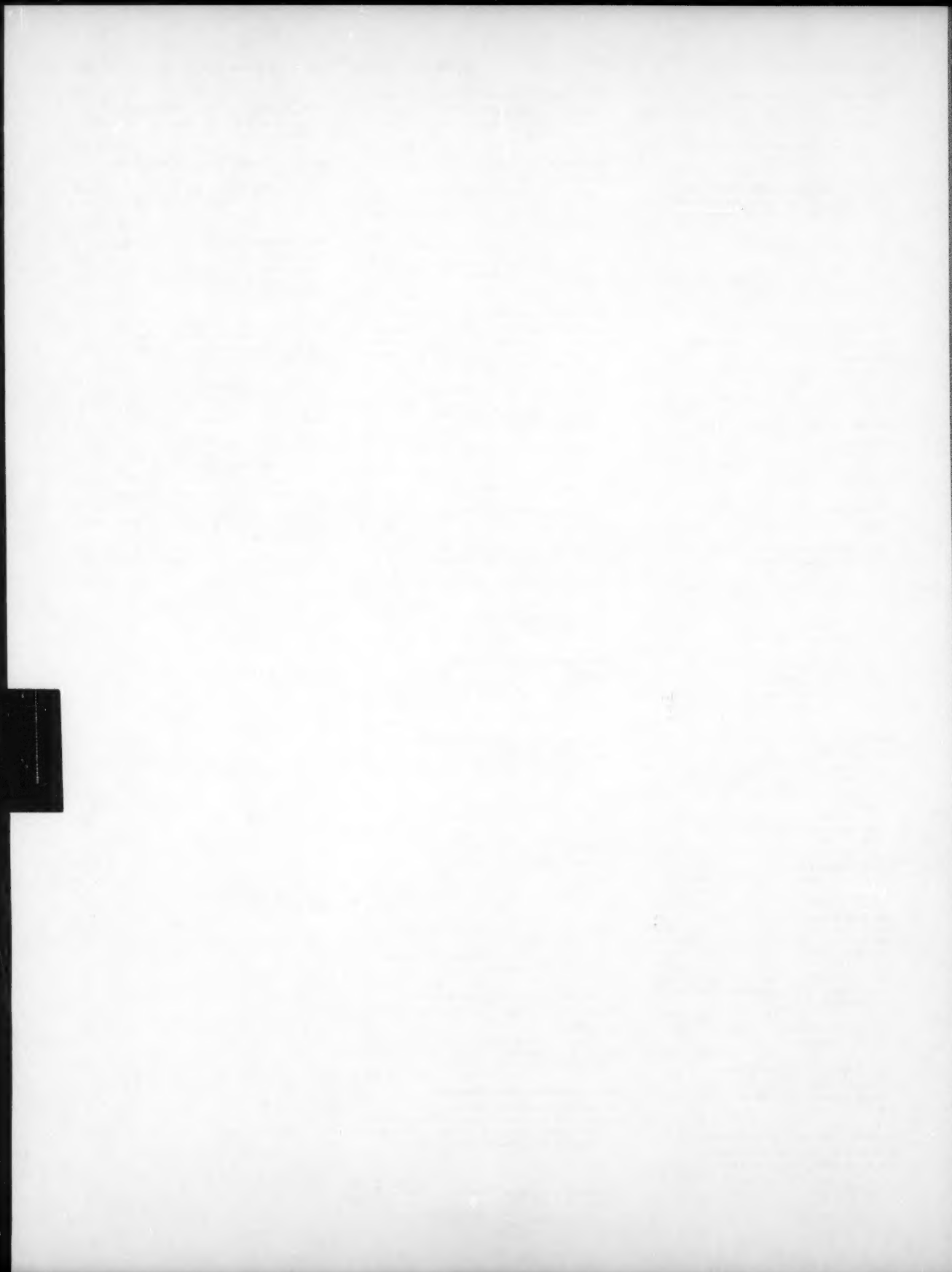
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THESAURUS ADDITIONS and CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since November 1981. They are, therefore, not included in the 9th (1982) edition of the *Thesaurus of ERIC Descriptors*.

Acceleration (Del Nov82)

USE ACCELERATION (EDUCATION)

ACCELERATION (EDUCATION) Nov. 1982

SN The process of progressing through an educational program at a rate faster than that of the average student

UF Accelerated Courses (1966 1980)
Accelerated Programs (1966 1980)
Time Shortened Degree Programs

ACCELERATION (PHYSICS) Aug. 1982

SN Change in velocity of an object with respect to time

UF Deceleration

ADAPTIVE BEHAVIOR (OF DISABLED) Apr. 1982

SN Ways in which disabled individuals meet the personal and social standards of their age or cultural groups

ADJUSTMENT (TO ENVIRONMENT) Jul. 1966

SN (Scope Note Changed) A condition of harmonious relation to the environment, in which internal needs are satisfied and external demands are met (note: for specificity on this aspect, use "Well Being")—also, the process of altering internal or external factors to attain this harmonious condition

ADULT FOSTER CARE Aug. 1982

SN Care of disabled adults (handicapped, elderly, and those who are ill) in private homes—caretakers are usually not close relatives and are paid an established fee for their services (note: do not confuse with "Residential Care")

Aesthetic Judgment

USE AESTHETIC VALUES; VALUE JUDGMENT

AESTHETIC VALUES Oct. 1982

SN Objective or subjective principles and standards related to human preferences among, or assessments of, artistic forms and qualities (in music, literature, visual arts, etc.)

AGING EDUCATION Apr. 1982

SN Educational programs at all levels aimed at helping students gain a personal understanding of the process and problems of growing old (note: use "Educational Gerontology" for aging education as a professional field of study)

AIR FLOW Oct. 1969

SN (Scope Note Changed) Movement of air in or around a structure, e.g., a building or vehicle [note: do not confuse with "Wind (Meteorology)"]

AMERICAN SIGN LANGUAGE Sep. 1982

SN Visual/gestural language used by the deaf community in the United States and parts of Canada—distinct from signed English, ASL has its own highly articulated linguistic system that makes use of the eyes, face, head, and body posture as well as the signer's hands

UF Ameslan

ASBESTOS Nov. 1982

SN A variety of fibrous silicate minerals suitable for use where incombustible, nonconductive, or chemically resistant material is required

BACK TO BASICS Sep. 1982

SN Educational movement stressing basic skills, achievement, and accountability—began in the early 1970s as a protest against school permissiveness and declining student performance

BILINGUAL EDUCATION Oct. 1968

SN (Scope Note Changed) Encouragement of bilingualism through the teaching of regular school courses in both the national language and a second language (note: use a more precise term if possible)

BILINGUAL EDUCATION PROGRAMS Aug. 1982

SN Activities that offer content area instruction in two languages—appreciation of participants' cultural heritage is emphasized, and native speakers of both languages may be present—attention is given to developing the academic skills of minority students while they learn the language of the majority culture (note: do not confuse with "Second Language Programs")

BILINGUAL INSTRUCTIONAL MATERIALS Aug. 1982

SN Print and/or nonprint educational materials developed specifically for use with students who need proficiency in two languages

BILINGUAL STUDENTS Jul. 1966

SN (Scope Note Added) Students who can communicate effectively in more than one language (note: do not confuse with "Limited English Speaking" or "Non English Speaking")

BIOFEEDBACK Aug. 1982

SN Auditory, visual, or other sensory feedback on physiological processes or states (e.g., heart rate, muscle tension, brain waves, skin temperature) in order to facilitate control of these normally involuntary functions

BLOCK GRANTS Sep. 1982

SN Financial assistance for broad ranges of activities and services, of which specific dispensations of allocated funds are made at the discretion of the grantee within the bounds of a statutory formula

BUDDHISM Mar. 1983

SN Religion based on the teachings of Gautama Buddha (India, 5th century B.C.)

CATEGORICAL AID Sep. 1982

SN Financial assistance for specific, limited programs or services prescribed by law or administrative regulations

CHEMICAL ENGINEERING Aug. 1982

SN Branch of engineering concerned with industrial chemical processes involved in converting raw materials into products, and the design/operation of plants/equipment to accomplish this work

CHILDRENS RIGHTS Mar. 1983

SN Legal and human rights of children, pertaining to physical and psychological welfare in such areas as guardianship, custody, child abuse, and juvenile court proceedings

Clinical Judgment (Medicine)

USE MEDICAL EVALUATION

Clinical Judgment (Psychology)

USE PSYCHOLOGICAL EVALUATION

Co Ops

USE COOPERATIVES

COAL Aug. 1982

SN Combustible solid of organic origin used as a fuel (note: use also for coal by-products such as coal gas, coal tar, coke, etc.)

UF Anthracite
Bituminous Coal
Coal Resources
Lignite

Coal Mining

USE COAL; MINING

Collective Decision Making

USE PARTICIPATIVE DECISION MAKING

COMMUNICATION APPREHENSION Aug. 1982

SN Fear or anxiety experienced by an individual in anticipation of and/or during the course of communication—usually oral—with another person or group (note: do not confuse with "Writing Apprehension")

COMPUTER LITERACY Apr. 1982

SN Awareness of or knowledge about computers (their capabilities, applications, and limitations)—may include the ability to interact with computers to solve problems

CONCEPTUAL SCHEMES (1967 1980) Mar. 1982

SN (Scope Note Changed) Invalid Descriptor—used indiscriminately for the organization of individuals' understanding as well as the logical structure of theories—see such Descriptors as "Models," "Schemata (Cognition)," "Concept Formation," "Cognitive Style," etc.

CONFUCIANISM Mar. 1983

SN Religion based on the teachings of Confucius (China, 5th century B.C.)

CORE CURRICULUM Jul. 1966

SN (Scope Note Changed) Studies, activities, or courses that meet the common needs of students

COUNSELING OBJECTIVES Mar. 1980

SN (Scope Note Added) Aims or ends toward which the counseling process (one aspect of the total process of "guidance") is directed

COUNSELOR CHARACTERISTICS Jul. 1966

SN (Scope Note Added) Physical and psychological characteristics of counselors, e.g., personality traits, values, experience, age, race, sex (note: do not confuse with "Counselor Qualifications")

Counselor Licensing

USE COUNSELOR CERTIFICATION

COUNSELOR QUALIFICATIONS Jul. 1966

SN (Scope Note Added) Abilities, aptitudes, or achievements that suite counselors for professional practice or employment, especially including the legal and educational requirements for counseling positions (note: do not confuse with "Counselor Characteristics")

CRIME PREVENTION Mar. 1982

SN Measures taken to forestall a delinquent or criminal act

CROWDING Mar. 1982

SN Excessive number of individuals or entities in relation to available space

CRYSTALLOGRAPHY Aug. 1982

SN The science of crystal structure and phenomena

DANCE EDUCATION Mar. 1983

SN Any learning activities involving dance—may be integral to physical education or offered as a separate program of study

DELPHI TECHNIQUE Apr. 1982

SN Method of synthesizing diverse opinions into a consensus (most frequently, among experts)—usually carried out by a series of questionnaires, the technique is characterized by minimal influence from social pressures through anonymity, repeated rounds of controlled feedback, and weighted responses

DENTAL STUDENTS Oct. 1982

SN Students enrolled in dental schools (note: excludes undergraduate students preparing for dental school)

Diffusion (Del Nov82)

USE DIFFUSION (COMMUNICATION)

DIFFUSION (COMMUNICATION) Sep. 1982
SN Process by which an idea gets from its source or origin to its place of ultimate use

DIFFUSION (PHYSICS) Sep. 1982
SN Spontaneous movement and scattering of particles (atoms, molecules, electrons, etc.)

DNA Oct. 1982
SN Any of the class of nucleic acids that contains deoxyribose, found chiefly in cell nuclei and associated with the transmission of genetic information
UF Deoxyribonucleic Acid
Deoxyribonucleic Acid

DONORS Oct. 1982
SN Individuals or organizations who donate money, land, or material goods to a cause, fund, or institution (note: for donors of body organs, blood, etc., use "Tissue Donors")
UF Financial Donors

DRINKING WATER Nov. 1982
UF Potable Water

DUAL CAREER FAMILY Oct. 1982
SN Family in which both partners or spouses pursue careers (i.e., long-term and developmentally sequential occupational activities outside of family life) (note: do not confuse with "Employed Parents")

Dual Earner Parents
USE EMPLOYED PARENTS

EARLY PARENTHOOD Nov. 1982
SN Parenthood assumed before age 20
UF Adolescent Parents

Ebonics
USE BLACK DIALECTS

EDUCATIONAL EQUITY (FINANCE)
SN Equal distribution of financial inputs and costs of education, including revenues, expenditures, resources, services, tax burdens, and tax effort, based on student needs and taxpayers' ability to pay
UF Equity (Educational Finance)
Fiscal Equity (Education)
School Finance Equity
Tax Equity (Education)

Educational Equity (Opportunities)
USE EQUAL EDUCATION

EDUCATIONAL GERONTOLOGY Aug. 1976
SN (Scope Note Changed) Study and practice of educational endeavors for the aged and aging, and preparation of persons to work with these groups (note: do not confuse with "Aging Education")

Electronic Information Exchange
USE INFORMATION NETWORKS; TELECOMMUNICATIONS

EMERGENCY MEDICAL TECHNICIANS Nov. 1982
SN Personnel trained to respond to medical emergencies, evaluate the nature of the emergency, provide aid or treatment according to a physician's orders, and transport victim(s) to medical facilities
UF Ambulance Attendants (Formerly a UF of "Emergency Squad Personnel")

EMPLOYED PARENTS Mar. 1980
SN (Scope Note Added) Parents engaged in remunerative work, usually away from the family household (note: if appropriate, use the more precise term "Dual Career Family")

EMPLOYER SUPPORTED DAY CARE Aug. 1982
SN Child care services that are partially or fully financed and/or organized by employers as a benefit to their employees—includes work-site centers, cooperative arrangements with the community, etc.
UF Employer Sponsored Day Care

ENERGY OCCUPATIONS Nov. 1982
SN Occupations related to the production, transfer, or use of energy

Engaged Time (Learning)
USE TIME ON TASK

ENTREPRENEURSHIP Oct. 1982
SN Initiation, organization, promotion, and/or management of a business or enterprise with assumption of the risk of loss or failure
UF Enterprisers
Entrepreneurs

ENZYMES Oct. 1982
SN Group of catalytic proteins produced by living cells that mediate and promote the chemical processes of life without themselves being changed

EQUATIONS (MATHEMATICS) Apr. 1982
SN Statements of equality among mathematical entities

Equity (Educational Opportunities)
USE EQUAL EDUCATION

ESTIMATION (MATHEMATICS) Apr. 1982
SN Process of determining an approximate solution for numerical or measurement problems
UF Approximation (Mathematics)

ETHOLOGY Mar. 1983
SN Study of the behavior of humans and other animals under natural conditions from both evolutionary/genetic and ecological/experiential perspectives

EVALUATION UTILIZATION Mar. 1983
SN The use of evaluative information in communication, learning, motivation, accountability, program improvement, decision making, or other processes

EXPLORATORY BEHAVIOR Mar. 1983
SN Movements made by organisms to acquaint themselves with their surroundings—commonly refers to infant/child behavior (note: do not confuse with "Discovery Processes")

Farsi (Language)
USE PERSIAN

FASCISM Mar. 1982
SN A political philosophy or movement that exalts nation and stands for a centralized autocratic government, economic and social regimentation, and suppression of opposition

FATHER ATTITUDES Aug. 1982
SN Attitudes of, not toward, fathers

Fiscal Strain
USE FINANCIAL PROBLEMS

FLUORIDATION Aug. 1982
SN Treatment of water and teeth with fluorides in order to reduce tooth decay

Forensics
USE PERSUASIVE DISCOURSE

FOSTER CARE Aug. 1982
SN Care and rearing of children in private homes by persons other than the natural parents, with or without adoption

Foster Homes (Del Aug82)
USE ADULT FOSTER CARE or FOSTER CARE

Foundation Courses (Introductory)
USE INTRODUCTORY COURSES

FUNCTIONS (MATHEMATICS) Apr. 1982
SN Mathematical associations in which a variable is so related to another that for each value assumed by one there is a value determined for the other
UF Mappings (Mathematics)

GENETIC ENGINEERING Oct. 1982
SN Human manipulation of genetic material to effect biological change

GEOMETRIC CONSTRUCTIONS Apr. 1982
SN Diagrams and other forms that illustrate geometric relationships, figures, or patterns

Gestures (Deaf Communication)
USE SIGN LANGUAGE

Gestures (Nonverbal Communication)
USE BODY LANGUAGE

GRAVITY (PHYSICS) Oct. 1982
SN Mutual attraction among all bodies in the universe, dependent on their respective masses, distance apart, and speed of motion relative to each other
UF Gravitation

GUIDANCE OBJECTIVES Jul. 1966
SN (Scope Note Added) Aims or ends toward which the guidance process is directed (note: if appropriate, use the more specific term "Counseling Objectives")

Hangul
USE KOREAN

Hanja
USE KOREAN

Hankul
USE KOREAN

HIGH RISK PERSONS Apr. 1982
SN Individuals or groups identified as possibly having or potentially developing a problem (physical, mental, educational, etc.) requiring further evaluation and/or intervention (note: if possible, use the more specific term "High Risk Students")
UF At Risk (Persons)

HOLISTIC APPROACH Apr. 1982
SN Techniques and/or philosophies that consider an entity or phenomenon in totality, rather than as an aggregate of constituent parts
UF Whole Person Approach
Wholistic Approach

HOME SCHOOLING Oct. 1982
SN Provision of compulsory education in the home as an alternative to traditional public/private schooling—often motivated by parental desire to exclude their children from the traditional school environment (note: do not confuse with "Home Instruction" or "Home Study")

HOSPITALITY OCCUPATIONS Nov. 1982
SN Customer/guest service occupations in restaurants, hotels, motels, amusement and recreation facilities, and the tourism industry

ICHTHYOLOGY Aug. 1982
UF Fish Studies

INDIVIDUAL COUNSELING Jul. 1966
SN (Scope Note Added) Counseling that is direct, active, personal, and focused on increasing the individual client's self-understanding and adjustment (note: do not confuse with "Nondirective Counseling")

INORGANIC CHEMISTRY Aug. 1982
SN Study of chemical reactions and properties of all elements and their compounds other than hydrocarbons

Insect Studies
USE ENTOMOLOGY
(Replaces "Insects" as USE Reference)

INSTITUTIONAL ADVANCEMENT Oct. 1982
SN Interpretation and promotion of an institution to its various constituencies—includes fund raising, internal and external communications, government relations, and public relations

INTERCULTURAL COMMUNICATION Aug. 1982
SN Verbal and nonverbal communication among people of different cultures
UF Cross Cultural Communication

INTERPERSONAL COMMUNICATION Nov. 1982
SN The interpersonal sharing of opinions, interests, and feelings—includes verbal and nonverbal exchanges between two or more persons, in which participants are actively involved as both senders and receivers

INTRATER RELIABILITY Mar. 1983
SN The degree of agreement among raters or observers in evaluating subjects' behavior/performance or other specific entity/event
UF Interjudge Agreement
Interobserver Reliability
Interscorer Reliability

JEALOUSY Mar. 1982
SN Intolerance or wariness of rivalry or faithlessness
UF Envy

JOB SHARING Nov. 1982
SN Division of available work or work hours among eligible employees, providing part-time employment options—sometimes used as an alternative to layoffs
UF Work Sharing

JUDGMENT ANALYSIS TECHNIQUE

- Oct. 1982
SN A statistical process combining a multiple regression approach with a hierarchical grouping procedure to identify and describe evaluation policies and strategies within groups of decision makers
UF JAN Technique

Judgmental Processes

USE EVALUATIVE THINKING

Khmer (Language)

USE CAMBODIAN

Legal Judgment

USE COURT LITIGATION

Library Administrators

USE LIBRARY ADMINISTRATION

LIFE SATISFACTION

- Mar. 1982
SN Contentment with life, particularly in regard to the fulfillment of one's needs and expectations

Life Skills

USE DAILY LIVING SKILLS

LIMITED ENGLISH SPEAKING

- Aug. 1982
SN Individuals who know English as a foreign language but without sufficient proficiency to participate fully in an English-speaking society

Local Autonomy (of Schools)

USE SCHOOL DISTRICT AUTONOMY
(Replaces "Local Autonomy" as USE Reference)

Local Control (of Schools)

USE SCHOOL DISTRICT AUTONOMY
(Replaces "Local Control" as USE Reference)

MASS MEDIA EFFECTS

- Aug. 1982
SN The impact or consequences of mass media on social structures, laws, and/or human behavior

Mathematical Sentences

USE MATHEMATICAL FORMULAS

MATHEMATICS SKILLS

- Mar. 1983
SN Complex behaviors developed through practice in order to complete mathematical tasks (note: use for documents whose specific focus is on the acquisition and/or use of mathematics skills—do not use as an automatic adjunct to "Mathematics Curriculum," "Mathematics Education," etc.)

MEDICAL STUDENTS

- Jul. 1966
SN (Scope Note Changed) Students enrolled in medical schools (note: for undergraduates preparing for medical school, use "Premedical Students"—prior to Oct 81, the use of this term was not restricted by a Scope Note)

MEDITATION

- Oct. 1982
SN Integration of ideas, feelings, and attitudes through focused concentration or sustained reflection, often as a devotional act

MINING

- Sep. 1982
SN Process or business involved in extracting ore, coal, precious stones, etc. from the earth

MODERNIZATION

- Mar. 1982
SN Process of change in a society or social institution in which the most recent ways, ideas, or styles are adapted or acquired

Moral Judgment

USE MORAL VALUES; VALUE JUDGMENT

MOTHER ATTITUDES

- Jul. 1966
SN (Scope Note Added) Attitudes of, not toward, mothers

MULTILINGUAL MATERIALS

- Nov. 1982
SN Print and/or nonprint materials whose contents include equivalent or near-equivalent information in two or more languages (note: corresponds to Dctype 171—do not use except as the subject of a document)
UF Bilingual Materials

NAZISM

- Mar. 1982
SN The body of fascist political and economic doctrines based on principles of totalitarian government, state control of industry, and racist nationalism—first brought to power in 1933 in the Third German Reich
UF National Socialism
Neo Nazism

NETWORK ANALYSIS

- Nov. 1982
SN Examination of the interactive communication patterns among individuals, groups, and/or organizations (note: do not confuse with "Systems Analysis" or "Critical Path Method")

NOISE (SOUND)

- Oct. 1982
UF Noise Control
Noise Levels
Noise Pollution
Noise Testing

NOTETAKING

- Oct. 1982
SN Making a brief written record to aid the memory

Nuclear Energy Occupations

USE ENERGY OCCUPATIONS; NUCLEAR ENERGY

NUCLEAR POWER PLANT TECHNICIANS

Aug. 1982

NUCLEAR POWER PLANTS

- Aug. 1982
SN Facilities in which nuclear energy is converted into heat to provide electric power

NUCLEAR TECHNOLOGY

- Oct. 1982
SN Application and use of nuclear fission or fusion processes

NUCLEIC ACIDS

- Oct. 1982
SN Large chainlike molecules containing nitrogen, sugar, and phosphoric acid that are found in all living organisms and in viruses—they are important in the transference of genetic characteristics and in synthesizing protein

Number Operations

USE ARITHMETIC

NURSE PRACTITIONERS

- Nov. 1982
SN Registered nurses who have additional training and certification in a specialized field and who perform highly independent roles in clinical care and teaching of patients

OCCUPATIONAL SAFETY AND HEALTH

- Aug. 1982
SN Area of activities concerned with promoting comfortable, safe employment conditions, including the prevention of workplace accidents and diseases
UF Job Safety
Occupational Health

Occupational Safety and Health Standards

USE LABOR STANDARDS; OCCUPATIONAL SAFETY AND HEALTH

ORGANIC CHEMISTRY

- Oct. 1968
SN (Scope Note Added) Study of chemical reactions and properties of the organic compounds (hydrocarbons)

ORNITHOLOGY

Mar. 1982

PACIFIC AMERICANS

- Sep. 1982
SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of Micronesia, Polynesia, and Melanesia

PARENT MATERIALS

- Oct. 1982
SN Print and/or nonprint materials intended primarily for parents (or prospective parents)
UF Parenting Materials

PARTICIPATIVE DECISION MAKING

- Aug. 1982
SN Formal involvement of people besides administrators (e.g., staff, students, workers, or community members) in the governance, management, or policy-making processes of an institution or organization of which they are a part—the extent of participation can vary from advising to power-sharing
UF Collaborative Decision Making
Democratic Management
Participative Management

Participative Problem Solving

USE PARTICIPATIVE DECISION MAKING; PROBLEM SOLVING

PATRIOTISM

- Mar. 1982
SN Love for or devotion to one's country

PATTERNMAKING

- Aug. 1982
SN (Scope Note Added) (note: do not use for the study of numerical patterns—see the Identifier "Number Sequences" for that concept)

PERSONAL AUTONOMY

- Nov. 1982
SN Individual independence, self-determination, and freedom from external restraint or authority
UF Individual Autonomy
Learner Autonomy

PERSONAL NARRATIVES

- Sep. 1982
SN Verbal accounts, usually in the first person, of an individual's experiences, thoughts, and feelings
UF Personal Accounts (Narratives)

PESTS

- Aug. 1982
SN Annoying or detrimental animals and plants
UF Pest Control

PHYSICAL EDUCATION TEACHERS

- Nov. 1982
UF Physical Educators

POISONS

- Sep. 1982
SN Chemical or organic substances that can cause injury to health or destroy life
UF Toxic Substances
Toxins

PREADOLESCENTS

- Nov. 1982
SN Approximately 9-12 years of age
UF Preadolescence

PREMEDICAL STUDENTS

- Oct. 1982
SN Undergraduates preparing for medical school

Prerequisite Courses

USE PREREQUISITES; REQUIRED COURSES

PREREQUISITES

- Sep. 1982
SN Knowledge, achievements, or other characteristics or circumstances required before proceeding on a given course of action

PRERETIREMENT EDUCATION

- Nov. 1982
SN Courses, counseling, and other activities designed to help individuals make the psychological, physical, and financial adjustments to retirement
UF Preretirement Programs

PROFESSIONAL AUTONOMY

- Nov. 1982
SN Freedom of professionals or groups of professionals to function independently
UF Teacher Autonomy

PROOF (MATHEMATICS)

- Apr. 1982
SN The validity of mathematical statements—also, the sequences of steps, statements, or demonstrations that lead to valid mathematical conclusions

QUALIFICATIONS

- Jul. 1966
SN (Scope Note Changed) Abilities, aptitudes, achievements, or other personal characteristics that suit an individual to particular positions or tasks

Recombinant DNA

USE DNA; GENETIC ENGINEERING

RELAXATION TRAINING

- Mar. 1980
SN (Scope Note Added) Training that emphasizes the acquisition of skills and techniques for managing and reducing stress, anxiety, and tension

REMARriage

- Oct. 1982
SN The act or state of marriage following widow(er)-hood or divorce

REQUIRED COURSES

- Sep. 1982
SN Courses required by an institution or administrative body for certification, admission, graduation, etc. (note: from Mar 80 to Sep 82, the Thesaurus carried the instruction "Required Courses, USE Core Curriculum"—prior to Mar 80, the instruction read "... USE Core Courses")
UF Foundation Courses (Required)
Mandatory Courses

RESIDENTIAL CARE

- Jul. 1966
SN (Scope Note Changed) Assistance provided by trained personnel to individuals in residential institutions (note: for care in private homes, see "Foster Care" and "Adult Foster Care"—prior to Mar 80, the use of this term was not restricted by a Scope Note)

REVISION (WRITTEN COMPOSITION)

- Aug. 1982
SN The process of reformulating, correcting, and/or re-writing textual materials
UF Rewriting

- RNA** Oct. 1982
SN Any of the class of nucleic acids that contains ribose, found chiefly in cell cytoplasm and associated with the control of cellular chemical activity
UF Ribonucleic Acid
- SAMPLE SIZE** Mar. 1983
SN The number of subjects (or items) selected to represent a population in a research or evaluation study
- SCHEMATA (COGNITION)** Nov. 1982
SN Mental images and concepts that provide a cognitive framework by which the individual perceives, understands, and responds to stimuli
- SCHOOL BASED MANAGEMENT** Sep. 1982
SN Administrative system in which an individual school exercises autonomous decision making on budgets, curriculum, and personnel within policy guidelines set by its governing board
UF School Site Management
- SCHOOL CHOICE** Mar. 1982
SN Individualized selection of public or private schools, alternative programs, or different school systems, sometimes made possible with little or no added financial cost through tax credits, vouchers, magnet schools, open enrollment, or other arrangements
UF Educational Choice (Formerly a UF of "Nontraditional Education")
Family Choice (Education)
- SCHOOL EFFECTIVENESS** Aug. 1982
SN Degrees to which schools are successful in accomplishing their educational objectives or fulfilling their administrative, instructional, or service functions
- School Nurse Practitioners**
USE NURSE PRACTITIONERS; SCHOOL NURSES
- Security Systems (Alarms)**
USE ALARM SYSTEMS
- SENTENCES** Jul. 1966
SN (Scope Note Added) Grammatically complete units of one or more words
- SENTENCING** Sep. 1982
SN Kind and duration of punishment for convicted offenses as specified by a court or judge
UF Prison Sentences
- Service Industry**
USE SERVICE OCCUPATIONS
- SEXUAL HARASSMENT** Oct. 1982
SN Unsolicited and unwelcome sexual behavior by any individual that interferes with work, study, or everyday life and creates an intimidating, hostile, or offensive environment
- Shared Time (Computers)**
USE TIME SHARING
- Shared Time (Education)**
USE DUAL ENROLLMENT
(Replaces "Shared Time" as USE Reference)
- SLUDGE** Aug. 1982
SN Deposits of mud, slushy sediment, or residual semi-liquid waste
UF Activated Sludge
- Small Business Management**
USE BUSINESS ADMINISTRATION; SMALL BUSINESSES
- SMALL BUSINESSES** Nov. 1982
SN Independently owned, for-profit enterprises with a small number of employees (usually not exceeding 500 for manufacturing or 100 for non-manufacturing)—precise designation varies according to product or service offered
- SOCIAL NETWORKS** Nov. 1982
SN Series of communication linkages relating groups, organizations, or persons in social situations—can be interpersonal, economic, political, action-based, or role-based links
- SOCIAL SCIENTISTS** Sep. 1982
- SOCIAL SUPPORT GROUPS** Sep. 1982
SN Persons (incl. individuals), organizations, or institutions that provide physical, emotional, spiritual, psychic, or intellectual maintenance and sustenance
UF Support Groups (Human Services)
Support Networks (Personal Assistance)
- SOCIAL THEORIES** Oct. 1982
SN Theories about the structure, organization, and functioning of human societies
- SOLID WASTES** Aug. 1982
SN Unwanted solid or semisolid materials discarded by farms, businesses, communities, or individuals (note: use "Waste Water" for sewage)
UF Garbage
Litter (Formerly a UF of "Wastes")
Trash
- SPEECH ACTS** Mar. 1983
SN Minimal units of meaningful communication (from single words to sentences) that are conceptualized and produced in terms of particular functions (i.e., to question, command, warn, request, inform, explain, convince, compliment, apologize, promise, etc.)
UF Illocutionary Acts
- SPORT PSYCHOLOGY** Nov. 1982
SN Study of the affective and behavioral aspects of individuals involved in athletic activities and competition
UF Sports Psychology
- State Government Programs**
USE STATE GOVERNMENT; STATE PROGRAMS
- Statewide Programs**
USE STATE PROGRAMS
- STEPPAMILY** Mar. 1982
SN Persons related as a result of the remarriage of a parent (note: for specificity, coordinate with other terms—for example, with "Parent Child Relationship" (for stepparenting), with "Fathers" (for stepfathers), and so on)
- Student Affairs Services**
USE STUDENT PERSONNEL SERVICES
- Student Affairs Workers**
USE STUDENT PERSONNEL WORKERS
- Student Engaged Time**
USE TIME ON TASK
- Survival Skills (Daily Living)**
USE DAILY LIVING SKILLS
- TAOISM** Mar. 1983
SN Religion based on the teachings of Lao-tse (China, 6th century B.C.)
- TAX CREDITS** Mar. 1980
SN (Scope Note Changed) Sums subtracted from total tax liability
- TAX DEDUCTIONS** Nov. 1982
SN Sums subtracted from taxable income
- Teacher Induction**
USE TEACHER ORIENTATION
- TECHNOLOGICAL LITERACY** Sep. 1982
SN Comprehension of technological innovation and the impact of technology on society—may include the ability to select and use specific innovations appropriate to one's interests and needs
- TEST MANUALS** Mar. 1983
SN Guides provided for use with tests, including descriptive information, directions for administration/scoring/interpretation, normative data, and/or related information, such as construction procedures (note: use as major term for document subject, as minor term for document type—do not use for "test taking manuals," for which see "Study Guides" and "Test Wiseness")
- Three Year Bachelors Degrees**
USE ACCELERATION (EDUCATION); BACHELORS DEGREES
- TISSUE DONORS** Oct. 1982
SN Individuals who donate blood, sperm, organs, etc. for medical and health use
UF Blood Donors
Organ Donors
Sperm Donors
- TOKEN ECONOMY** Oct. 1982
SN Planned reinforcement programs in which individuals earn tokens or points for performing desired behaviors—these tokens or points can then be exchanged for a variety of rewards or privileges
- TOXICOLOGY** Sep. 1982
SN Science dealing with the nature, effects, and detection of poisonous substances and methods of treatment for poison intake
- TRANSACTIONAL ANALYSIS** Apr. 1982
SN Psychotherapeutic approach that postulates three ego states (adult, parent, and child) from which all human interaction or communication emanates—the approach maintains that awareness or knowledge of the three states leads to more constructive interpersonal relations
- TRANSCENDENTAL MEDITATION** Oct. 1982
SN A meditative technique, developed by Maharishi Mahesh Yogi, using the repetition of a specific sound (mantra) to induce a state of mental neutrality (absence of extraneous thought) and mystical insight
- VALUE JUDGMENT** Oct. 1982
SN Estimating the merit or goodness of something (person, object, situation, act) relative to one's attitudes, needs, and desires
- VECTORS (MATHEMATICS)** Aug. 1982
SN Quantities having magnitude (represented by length of line segments) and direction (represented by orientation of the line segments in space)
- VIDEOTEX** Mar. 1982
SN Electronic information services that use adapted telephone and television sets—includes "teletext" which broadcasts information to television sets and "viewdata" which links computers to television sets by telephone lines
UF Teletext
Videotext
Viewdata
- VOCATIONAL EDUCATION** Jul. 1966
SN (Scope Note Changed) Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations usually below the baccalaureate degree (note: coordinate with the mandatory level term "Secondary Education," unless another educational level is specified—if possible, use a more specific Descriptor)
- VOCATIONAL EVALUATION** Nov. 1982
SN Systematic use of real or simulated work experiences and/or other measures to assess vocational aptitude, skill, and capacity to perform adequately in a particular work environment—commonly administered for the disabled and disadvantaged, but may also be applicable to other populations (note: do not confuse with "Personnel Evaluation")
UF Vocational Assessment
Work Evaluation (Performance)
Work Performance Evaluation
- VOLUNTEER TRAINING** Jul. 1966
SN (Scope Note Added) The training of volunteers (note: for training by volunteers, coordinate "Volunteers" and "Trainers"—prior to Mar83, the use of this term was not restricted by a Scope Note)
- Waste Management**
USE WASTE DISPOSAL
- WASTE WATER** Aug. 1982
SN Used water carrying suspended or dissolved solids from farms, industries, businesses, or homes
UF Sewage
- Waste Water Treatment**
USE WASTE WATER; WATER TREATMENT
- WATER** Aug. 1982
SN Odorless, colorless, tasteless liquid in the proportion of two atoms of hydrogen to one atom of oxygen (note: prior to Aug82, "Water Resources" was occasionally used for this concept)
- WATER QUALITY** Aug. 1982
SN Biological, chemical, and physical characteristics of water that influence its healthy and fruitful use
UF Clean Water
- WATER RESOURCES** Jul. 1966
SN (Scope Note Added) All sources and supplies of water such as rivers, lakes, streams, reservoirs, and ground water (note: prior to Aug82, the use of this term was not restricted by a Scope Note)
UF Water Supply
- WATER TREATMENT** Aug. 1982
SN Purification or other treatment of water for drinking, etc.
UF Chlorination (Water)
Water Purification
Water Softening

Water Works

USE UTILITIES; WATER TREATMENT

WELFARE (1966 1980)

Mar. 1980

SN (Scope Note Changed) Invalid Descriptor—used for well-being and various types of social services—use "Well Being" for former concept, "Welfare Services" for organized assistance to the disadvantaged, and "Social Services" or other appropriate terms for social services provided to the general population

WELL BEING

Mar. 1982

SN Condition of existence, or state of awareness, in which physical and/or psychological needs are satisfied

White Flight

USE MIGRATION; WHITES

WIND (METEOROLOGY)

Aug. 1982

SN The natural motion of air (note: do not confuse with "Air Flow")

WIND ENERGY

Aug. 1982

SN Power derived from the force of wind

WORD PROCESSING

Apr. 1982

SN The automated composition, manipulation, and production of text and textual documents using spe-

cialized text-editing equipment (note: for psychological/cognitive word processing, use "Word Recognition")

UF Text Processing

WORKING CLASS

Sep. 1982

SN The class of people in a society that lacks access to the means of production and, thus, sells its labor power to those who own, or have, this access

UF Proletariat

WRITING APPREHENSION

Nov. 1982

SN Fear or anxiety experienced in anticipation of and/or during the writing/composition process

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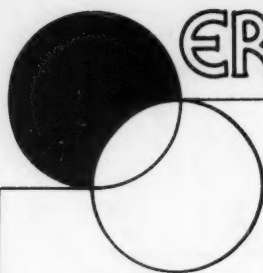
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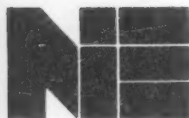
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